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Volume II separately details two model components: Scholarly Modes of Knowledge, in which problem-solving techniques and the applicability of subject content to teaching are emphasized, and Professional Use of Knowledge, in which the student translates what he knows about various disciplines and human learning into instructional strategies. Each component, introduced with reference to its overall purpose and place within the program, is divided into subject matter areas. Scholarly Modes of Knowledge encompasses linguistics, communication (with a memo on a simulation game, "Change Agent"), literature for children, fine arts (subdivided into visual, aural, and motor experiences), social science, science, mathematics, and program- specialization. Professional Use of Knowledge, which is based on the assumption that instruction in clinical analysis will benefit a prospective teacher more than blind textbook obedience, is aligned with reading, language arts, social studies, science, and mathematics. The scope of each subject matter area is revealed through descriptions or outlines of objectives, rationale, hypotheses, unique approaches, development of analytical skills or modes of inquiry, organization, resources, content, and syllabuses. Computer print-outs of sample modules accompany each area. SP 002 428, SP 002 430, and ED 018 677 are related documents. (LP)

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MICHIGAN STATE UNIVERSITY

Final Report
Project No. 8-9025
Contract No. OEC-0-8-089025-3314 (010)

# BEHAVIORAL SCIENCE ELEMENTARY TEACHER EDUCATION PROGRAM

Volume II
of Three Volumes

October 1968

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Final Report
Project No. 89025
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# BEHAVIORAL SCIENCE ELEMENTARY TEACHER EDUCATION PROGRAM

## Volume II

College of Education
College of Arts and Letters
College of Communication Arts
College of Home Economics
College of Natural Science
College of Social Science
University College

MICHIGAN STATE UNIVERSITY
East Lansing, Michigan
October 31, 1968

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# FOREWORD

In picking up a document such as this, you may no doubt be asking yourself, "Where do I begin reading to understand this teacher education model?" The team designing the model and writing this report make these suggestions.

First, read Sections I and II before tackling any other part of the model. They were written tandem and will introduce you to the general features, outline, and rationale of the program. While the Abstract provides a briefer overview, it was not designed to project the perspective of Sections I and II.

Sections III through X are more explicit elaborations and descriptions of the various elements in the program. Readers with special interests will turn their attention to particular sections while neglecting others. A Table of Contents, following, will guide you in locating sections for further study.

In each section, an introduction provides an overview and is followed by computer print-outs of program experiences. These form the most explicit level of program description.

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SECTION V

# SCHOLARLY MODES OF KNOWLEDGE

Behavioral Science Elementary Teacher Education Program

Michigan State University

1968

SECTION V

# SCHOLARLY MODES OF KNOWLEDGE

## INTRODUCTION

Documenting the vast changes which have reshaped America during the past three decades is unnecessary. The migration to urban areas has created extensive megalopolitan areas encompassing thousands of communities and millions of people. Unprecedented social, political, and economic changes have radically altered our nation to the extent that it bears little resemblance to the depression-ridden United States of the 1930's.

Education cannot help but reflect these social and technological changes. The technology that propelled America into the "computer age" is now turning to all levels of education. The elementary school is no exception: closed circuit television, automated instructional devices, instructional media centers, varying shaped school buildings, and a multiplicity of new teaching functions are but a few of the newer features. Changes in organization, scope, and focus of the elementary school are complemented by equally radical changes in content taught and strategies used in teaching it.

The elementary curriculum is changing so rapidly that today's younger generation is all but segregated intellectually from their parents. The "revolutions" in mathematics and science were but preludes to even greater changes in all areas of the curriculum. The tempo of change is so rapid that concepts taught by today's beginning teacher differ markedly from those he studied as an elementary pupil. His concept of the "elementary school" he attended as a pupil has become an anachronism. Indeed he may be among the first generation of teachers to experience fully the knowledge barrier which renders communication between generations especially difficult.

The Scholarly Modes of Knowledge are designed to aid the prospective elementary teacher bridge the generation and knowledge gap in certain significant areas. This area of the program differs from General-Liberal Education in two essential ways:

1. The content of Scholarly Modes of Knowledge is more directly applicalbe to teaching in the elementary school.

2. The modes or styles oı inquiry of scholars are stressed. The Scholarly Modes of Knowledge open the door to disciplined inquiry into those areas related to elementary school curriculum.

Attention is given to the development of knowledge and skills in the various fields of Scholarly Modes of Knowledge, however, it is recognized that with the rapid exploration of knowledge no person can know everything, even about one field, and that what is new today may well be obsolete tomorrow. The emphasis, therefore, is on broad principles, relatedness of ideas, generalizations, and applications in varying contexts.

As students study these various areas, their attention is drawn to the underlying structures pervading each discipline and the problem solving techniques employed by scholars. Some ideas from current experiemental elementary programs form the basis for content selection. This in turn leads to the study of translation of these ideas into teaching-learning strategies, which is the concern of the Professional Use of Knowledge area.

Components included in the Scholarly Modes of Knowlege include: linguistics, communication, literature for children, fine arts, social science, science, and mathematics. Each of these are described separately in the remaining parts of this section.

As these components were developed by people competent in each area, curriculum specialists in General-Liberal Education and in Professional Use of Knowledge to insure continuity and in-depth coverage of important concepts.

While the Scholarly Modes of Knowledge were designed to follow and dovetail with General-Liberal Education, they were closely corelated with Professional Use of Knowledge so that the two areas could be handled separately or completely integrated. The reader will thus recognize certain common characteristics of parallel modules in the two areas related to similiar subject

areas. While they are presented in separate sections in this report, they can and are designed to be taught simultaneously.

SCHOLARLY MODES OF KNOWLEDGE

## LINGUISTICS

### OVERALL OBJECTIVES

As one of the Scholarly Modes of Knowledge within the Humanities section, the linguistics experiences presented here have four distinct, yet interrelated, overall objectives.

1. To introduce the students to the basic goals, assumptions, and procedures of inquiry utilized by professional linguists in their research on the nature of human language.

2. To explore the nature of language as it has been determined by linguistic research, and to provide students with the ability to distinguish facts from emotionally-based or culturally-determined views about language.

3. To present those results of contemporary research on the linguistic system of English which are of direct relevance to the students future role as elementary school teachers.

4. To develop a sense of progression through the field, culminating in the ability to conduct independent investigations into linguistic aspects of language and pedagogy.

### DEVELOPMENT OF ANALYTIC SKILLS AND MODES OF INQUIRY

In each section, the student observes the basic assumptions and techniques which the linguist utilizes in analyzing that aspect of language under consideration. Following the large group lectures and demonstrations in which these skills are presented, the student participates in one or more experiences

in which he himself must analyze similar phenomena or investigate parallel material. In this way, the student acquires basic skills and ability in research that will assist him in future independent investigations of aspects of language which are relevant to his role as an elementary school teacher.

## CONTENT

The linguistics experiences presented in the following modules consist of five sections:

1. The nature of language and linguistic research (modules 1143-54).

2. The phonological system of English and standard orthography (modules 1155-1171).

3. English morphology, semantics, and the lexicon (modules 1172-1182).

4. English syntax (modules 1183-1193)

5. Social dialects of American English (modules 1194-1199).

Each section contains, in addition to an examination of factual material, experiences in which the student carries out independent work and group discussions concerning the relationship of theoretical material to the stages of children's acquisition of language and to the teaching of reading, spelling, and grammar in the elementary school.

All contemporary linguists do not agree on assumptions, goals, and methods. Basically, linguistics in the United States employ one of two general approaches--structural on transformational. Students preparing to teach in elementary schools should be aware of both approaches, their defining characteristics, and the fundamental differences between them. Language textbooks for grades K through 12 are available in both frameworks and teachers should be well enough acquainted with both approaches to evaluatenew texts or to expand upon the material.

Generally school systems today are increasingly adopting transformationally oriented texts on grammar, but linguistically based materials on phonology and the teaching of reading are usually structural in nature. So that the content of the present experience is as directly relevant to the future role of the students as possible, the study of grammar is transformational while that of phonology is structural. The assumptions, goals, and methods of the structuralist approach to grammar and the transformational approach to phonology are also discussed, but in less detail.

## TIME REQUIRED

As presented in the modules which follow, these experiences require approximately ninety hours for the student to complete. The modules contain suggestions for fifty-eight hours of independent work; and sixteen hours each for large and small group sessions. Such an arrangement permits the instructor some flexibility in modifying the degrees of emphasis among the five sections in order to best meet the needs of the students enrolled during a particular term. The material eliminated may then be treated through additional independent work. For example, if a particular class consists primarily of candidates who will teach grades five-eight, less emphasis may be placed on section two in which phonology and orthography are investigated and the full set of modules on grammar may be utilized.

## RATIONALE

The overall objectives discussed above form the basis for emphasizing certain content areas. Too often, an introduction to linguistics and the nature of language meets with disapproval from both students and faculty members. On the one hand, students complain that they cannot determine the relevance of linguistics for their future work as teachers in elementary schools. On the other hand, there is a tendency on the part of faculty members in departments of English and linguistics (one of which usually conducts the course) to criticize such experiences as outside their area of interest,

in the former case, or as invalid linguistically, in the latter case.

In an attempt to meet such criticisms, the experiences included in the modules which follow were designed by a linguist in consultation with faculty members in the Department of English and specialists in the area of language arts from the College of Education. The course should be taught by a professional linguist, but the modules specify, in substantial detail, experiences which emphasize the relevance of the theoretical material for elementary school teachers. Although the students will participate in more intensive investigations of pedagogical methodologies pertaining to the instruction of language arts in the Professional Use of Knowledge component, such modular experiences are scheduled later in their program and, therefore, in themselves are not adequate to provide immediate recognition of the possible applications of linguistics in the elementary school. Therefore, some discussion of applications follows each section of the linguistics course.

These modules which describe experiences involving material on linguistics and the linguistic system of English are also rather fully specified in an attempt to avoid an approach which concentrates too heavily on those matters of linguistic theory which are usually of great concern to the professional linguist but are not a valid area of emphasis for potential elementary school teachers.

The arrangement of the activities in which the students participate is designed to lead to the fourth objective concerning development of the ability to conduct independent research. As the student progresses through the course, the initial emphasis on large group sessions gradually evolves to an emphasis on independent and small group work in the concluding section.

## UNIQUE APPROACHES

The unique features of this course derive primarily from the combination of objectives and selection of content which is directly relevant to the students' future role as elementary school teachers. These factors are discussed above. The

computer-assisted experiences described in modules 1159 and 1161 and the strong emphasis on independent work in the section on social dialects provide each student with the opportunity for maximum achievement of the objectives involved. Accompanied by the use of a number of tape recordings and a film for use in independent work, these various experiences are distinguished from more typical lecture and reading oriented components on linguistics and the nature of language.

## ORGANIZATION

The modules which follow describe large group, small group, and independent experiences which the student must complete in order to fulfill the minimum requirements. Following the first section, module 1154 describes an experience which can serve as an evaluation of the students' attainment of the objectives for the introductory material. The sixteen hours which students spend in close contact with the instructor in small group sessions should be sufficient to permit him to evaluate their progress and, if necessary, assign grades. Generally, the material provided under the Evaluation section of each module is suitable for quizzes or examinations if such are considered desirable.

Administratively, this sequence of modules does not follow the standard format of two large group lectures followed by a small group discussion session. The arrangement of experiences of different types was determined by criteria of effectiveness and efficiency in meeting the objectives and not by the standard university format for scheduling.

## RESOURCES

In order to implement this linguistic experience, the following resources are required:

Library

At least one copy of each of the books and articles listed in the Bibliography which follows module 1199.

Audio-Visual Equipment

Sufficient copies of the tape recordings described in modules 1159, 1161, 1167, and 1199 and of the film described in module 1150 to permit all students to complete these independent experiences. In addition, the tape, computor and projection equipment specified in these modules for utilization of the recordings and the film.

## TEXTBOOK

The basic text suggested at this time for linguistics is Language and its Structure: Some Fundamental Linguistic Concepts by Ronald W. Langacker. This book treats in some detail the kind of material discussed above under objectives 1. and 2. Both in the group sessions and in additional assigned reading, the text must be supplemented by numerous examples drawn from research on English, and in this way supplies basic material required by objective 3.

The linguistics program is in no way dependent on the use of this particular text. If an individual instructor prefers someother book, he will need only to revise those modules which provide for independent reading. Future publications, too, will modify the textual material.

## ADDITIONAL LINGUISTICS EXPERIENCES

Some institutions may wish to extend the depth of linguistic study of their teacher education students. For the Reading and Language Arts Specialist, this is a necessity. For general classroom teachers, it is desirable, especially for those preparing to teach younger children.

In addition, as is stated in module 1184, both the specialist in language and those generalists who will be teaching grades five through eight should have the opportunity to examine approaches to English syntax in greater detail than is provided in the program presented here.

For all trainees who will teach in inner-city school systems, further reading and actual experiences involving non-standard dialects of American English are definitely recommended to prepare them for the linguistic problems involved in teaching reading, spelling, and grammar to speakers of such dialects.

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This component in the Behavioral Science Elementary Teacher Education Program was developed by the following persons.

| | |
|---|---|
| Dr. J. Bruce Burke | Coordinator |
| Dr. Julia Falk | Curriculum Specialist |

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| *EVALUATION | FROM A LIST OF QUESTIONS ABOUT LANGUAGE, SELECT THOSE | 01143 | 27 |
| | WHICH WOULD CONCERN THE LINGUIST FROM THOSE WHICH WOULD | 01143 | 28 |
| | NOT. SIMILARLY, FROM A LIST OF CLASSROOM SITUATIONS | 01143 | 29 |
| | INVOLVING THE ELEMENTARY SCHOOL TEACHER AND SOME ASPECT OF | 01143 | 30 |
| | LANGUAGE, SELECT THOSE IN WHICH KNOWLEDGE OF LINGUISTICS | 01143 | 31 |
| | MIGHT BE OF USE TO THE TEACHER. | 01143 | 32 |
| *FILE | PRELIMINARY MATERIAL LINGUISTICS LANGUAGE | 01143 | 9 |

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| *OBJECTIVES | STUDENT SHOULD BE ABLE TO IDENTIFY VALUE JUDGMENTS ABOUT | 01144 | 19 |
| | LANGUAGE AND LANGUAGE CHANGE AS DISTINCT FROM OBJECTIVE | 01144 | 20 |
| | STATEMENTS ABOUT THE NATURE OF LANGUAGE. | 01144 | 21 |
| *PREREQUISITE | PREVIOUS MODULE: 1143 | 01144 | 22 |
| *EXPERIENCE | LISTEN TO A LECTURE DESCRIBING THE FUNDAMENTAL ASSUMPTIONS | 01144 | 11 |
| | OF LINGUISTS ABOUT LANGUAGE, E.G. PRODUCTIVE, ARBITRARY, | 01144 | 12 |
| | ORAL, SYSTEMATIC, CONTINUALLY CHANGING. NOTE THAT CHANGE | 01144 | 13 |
| | IN ISOLATION RESULTS IN DIALECT DIVERSITY IN SOME CASES, | 01144 | 14 |
| | DISTINCT LANGUAGES IN OTHERS, DEPENDING ON LENGTH OF TIME | 01144 | 15 |
| | AND DEGREE OF ISOLATION INVOLVED. THE STUDENT SHOULD | 01144 | 16 |
| | CONSIDER HIS OWN VIEWS ABOUT LANGUAGE AND ATTEMPT TO | 01144 | 17 |
| | RELATE THEM TO THE FACTS PRESENTED IN THE LECTURE. | 01144 | 18 |
| *SETTING | LARGE GROUP COLLEGE | 01144 | 10 |
| *MATERIALS | BLANK | 01144 | 5 |
| *LEVEL | ALL GRADES | 01144 | 8 |
| *GENERAL | ALL CANDIDATES | 01144 | 7 |
| *HOURS | 1 | 01144 | 6 |
| *EVALUATION | THE EXPERIENCE DESCRIBED IN MODULE 1145 | 01144 | 23 |
| *FILE | PRELIMINARY MATERIAL LANGUAGE CHANGE DIALECTS | 01144 | 9 |

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| *OBJECTIVES | TO PROVIDE AN EVALUATION, FOR BOTH THE STUDENT AND THE | 01145 | 17 |
| | INSTRUCTOR, OF THE STUDENTS ACHIEVEMENT OF THE OBJECTIVES | 01145 | 18 |
| | OF PREVIOUS MODULES 1 AND 2. | 01145 | 19 |
| *PREREQUISITE | PREVIOUS MODULES: 1143 + 1144 | 01145 | 20 |

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|---|---|---|
| *EXPERIENCE | USING A LIST OF QUESTIONS ABOUT LANGUAGE DISTRIBUTED BY THE INSTRUCTOR, DISCUSS THE ANSWERS SUPPLIED BY THE GROUP AND ATTEMPT TO DISTINGUISH FACTS FROM EMOTIONALLY AND/OR SOCIALLY BASED OPINIONS ABOUT LANGUAGE. KEEP A RECORD OF THE RESPONSES AND THE DISCUSSION FOR COMPARISON WITH RESPONSES TO THE SAME QUESTIONS AT THE END OF THE COURSE. | 01145 11<br>01145 12<br>01145 13<br>01145 14<br>01145 15<br>01145 16 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ COLLEGE | 01145 10 |
| *MATERIALS | A LIST OF QUESTIONS ABOUT LANGUAGE DESIGNED TO ELICIT STUDENTS≤ OPINIONS ABOUT LANGUAGE AND INVOLVING COMMON MISCONCEPTIONS ABOUT LANGUAGE IN GENERAL AND ENGLISH IN PARTICULAR. | 01145 5<br>01145<br>01145<br>01145 |
| *LEVEL | ALL GRADES | 01145 8 |
| *GENERAL | ALL CANDIDATES | 01145 7 |
| *HOURS | 1 | 01145 6 |
| *EVALUATION | THE RESPONSES OF THE STUDENTS ARE ACCURATE 8.( OF THE TIME IN DISTINGUISHING FACTS FROM EMOTIONALLY OR SOCIALLY BASED OPINIONS ABOUT LANGUAGE. | 01145 21<br>01145 22<br>01145 23 |
| *FILE | PRELIMINARY MATERIA- | 01145 9 |

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| *OBJECTIVES | STUDENTS SHOULD BE ABLE TO DISTINGUISH THE GOALS AND DEGREES OF OBJECTIVITY INVOLVED IN DESCRIPTIVE GRAMMAR, PRESCRIPTIVE GRAMMAR, AND UNIVERSAL GRAMMAR. | 01146 20<br>01146 21<br>01146 22<br>01146 23 |
| *PREREQUISITE | PREVIOUS MODULES: 1143 + 1144 | 01146 |
| *EXPERIENCE | LISTEN TO A LECTURE ON THE DIFFERENCES AND SIMILARITIES IN GOALS AND METHODS INVOLVED IN THE FOLLOWING APPROACHES TO GRAMMAR: MODERN DESCRIPTIVE GRAMMAR ≥BOTH TRANSFORMATIONAL AND STRUCTURAL*, TRADITIONAL UNIVERSAL GRAMMAR, AND PRESCRIPTIVE GRAMMAR AS IT IS OFTEN TAUGHT IN THE SCHOOLS. THE LECTURE SHOULD INCLUDE DISCUSSION OF THE DISTINCTION BETWEEN LINGUISTIC COMPETENCE AND LINGUISTIC PERFORMANCE. COMPARE EACH OF THE APPROACHES TO GRAMMAR IN TERMS OF THEIR CONCERN WITH COMPETENCE AND/OR PERFORMANCE. | 01146 11<br>01146 12<br>01146 13<br>01146 14<br>01146 15<br>01146 16<br>01146 17<br>01146 18<br>01146 19 |
| *SETTING | LARGE GROUP COLLEGE | 01146 10 |
| *MATERIALS | BLANK | 01146 5 |
| *LEVEL | ALL GRADES | 01146 8 |
| *GENERAL | ALL CANDIDATES | 01146 7 |
| *HOURS | 1 | 01146 6 |
| *EVALUATION | LIST SEVERAL APPROPRIATE GOALS FOR TEACHING GRAMMAR IN THE SCHOOLS. FOR EACH GOAL LISTED, DISCUSS THE SUITABILITY OF PRESCRIPTIVE GRAMMAR, DESCRIPTIVE GRAMMAR, AND UNIVERSAL GRAMMAR. | 01146 24<br>01146 25<br>01146 26<br>01146 27 |
| *FILE | GRAMMAR, DESCRIPTIVE GRAMMAR, PRESCRIPTIVE GRAMMAR, UNIVERSAL LINGUISTIC COMPETENCE LINGUISTIC PERFORMANCE | 01146 9<br>01146 |

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| *OBJECTIVES | RELATE THE MATERIAL COVERED UNDER THE LINGUISTIC SUBSYSTEMS TO THAT TRADITIONALLY TAUGHT IN SCHOOLS, POINTING OUT SIMILARITIES AND DIFFERENCES. | 01147 21<br>01147 22<br>01147 23<br>01147 24 |
| *PREREQUISITE | PREVIOUS MODULE: 1146. | 01147 |
| *EXPERIENCE | LISTEN TO A LECTURE IN WHICH DESCRIPTIVE LINGUISTICS IS DESCRIBED IN ADDITIONAL DETAIL. NOTE THAT THE LINGUIST ATTEMPTS TO FORMALIZE THE SUBCONSCIOUS KNOWLEDGE WHICH A NATIVE SPEAKER HAS ABOUT HIS LANGUAGE ≥I.E. THE SPEAKER≤S LINGUISTIC COMPETENCE+ AND THAT THIS KNOWLEDGE INVOLVES THE THREE BASIC LINGUISTIC SUBSYSTEMS: SYNTAX, PHONOLOGY, AND SEMANTICS. OBSERVE THE DIFFERENT USAGES OF THE TERM [GRAMMAR[, I.E. AS A GENERAL TERM FOR ALL OF THE SPEAKER≤S KNOWLEDGE ≥THE ENTIRE DESCRIPTION OF A LANGUAGE+ AND AS ANOTHER TERM FOR SYNTAX. | 01147 11<br>01147 12<br>01147 13<br>01147 14<br>01147 15<br>01147 16<br>01147 17<br>01147 18<br>01147 19<br>01147 20 |
| *SETTING | LARGE GROUP COLLEGE | 01147 10 |

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|---|---|---|---|
| *MATERIALS | BLANK | 01147 | 5 |
| *LEVEL | ALL GRADES | 01147 | 8 |
| *GENERAL | ALL CANDIDATES | 01147 | 7 |
| *HOURS | 1 | 01147 | 6 |
| *EVALUATION | STUDENTS SHOULD BE AWARE THAT LANGUAGE CONSISTS OF MORE THAN JUST VOCABULARY ITEMS. THEY SHOULD BE ABLE TO DESCRIBE BRIEFLY THE BASIC SUBSYSTEMS OF A LANGUAGE. | 01147 | 25<br>26<br>27 |
| *FILE | GRAMMAR, DESCRIPTIVE PHONOLOGY SYNTAX SEMANTICS LINGUISTIC COMPETENCE | 01147 | 9<br>01147 |

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| *OBJECTIVES | THIS EXPERIENCE IS DESIGNED TO PROVIDE THE STUDENT WITH SUPPLEMENTARY MATERIAL FOR USE IN THE EXPERIENCE DESCRIBED IN MODULE 1149. | 01148<br>01148<br>01148 | 31<br>32<br>33 |
| *PREREQUISITE | PREVIOUS MODULES: 1143, 1144, 1146 + 1147 | 01148 | 34 |
| *EXPERIENCE | SELECT FOUR OF THE FOLLOWING ARTICLES AND READ THEM. COMPARING THE CONTENT WITH THE MATERIAL PRESENTED IN PREVIOUS MODULES 1143, 1144, 1146, + 1147. BE PREPARED TO DISCUSS THIS MATERIAL. 1. CHOMSKY, NOAM. [THE CURRENT SCENE IN LINGUISTICS: PRESENT DIRECTIONS.] COLLEGE ENGLISH 27:6.587-95.1966. 2. DYKEMA, KARL. [WHERE OUR GRAMMAR CAME FROM.] IN READINGS IN APPLIED ENGLISH LINGUISTICS, HAROLD B. ALLEN, ED. PP. 3-15. 3. GLEASON, H. A. [WHAT GRAMMAR?] IN LANGUAGE AND LEARNING, JANET EMIG, JAMES FLEMING, AND HELEN POPP, EDS. PP. 216-32. 4. HALL, ROBERT A. [USAGE.] IN INTRODUCTORY LINGUISTICS. CH. 20, PP. 444-6. 5. HILL, ARCHIBALD A. [PRESCRIPTIVISM AND LINGUISTICS IN LANGUAGE TEACHING.] IN READINGS IN APPLIED ENGLISH LINGUISTICS, HAROLD B. ALLEN, ED. PP. 289-94. 6. JOOS, MARTIN. [LANGUAGE AND THE SCHOOL CHILD.] IN LANGUAGE AND LEARNING, JANET EMIG, JAMES FLEMING, AND HELEN POPP, EDS. PP. 102-11. 7. LEVIN, SAMUEL. [COMPARING TRADITIONAL AND STRUCTURAL GRAMMAR.] IN READINGS IN APPLIED ENGLISH LINGUISTICS, HAROLD B. ALLEN, ED. PP. 46-55. | 01148<br>01148<br>01148<br>

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| *SETTING | SMALL GROUP ≥1-12 STUDENTS+ COLLEGE | 01149 | 10 |
| *MATERIALS | BLANK | 01149 | 5 |
| *LEVEL | ALL GRADES | 01149 | 8 |
| *GENERAL | ALL CANDIDATES | 01149 | 7 |
| *HOURS | 1 1/2 | 01149 | 6 |
| *EVALUATION | BE ABLE TO IDENTIFY WITH 80( ACCURACY THREE APPROACHES TO | 01149 | 24 |
| | TEACHING GRAMMAR AND RELATE THESE APPROACHES TO LIST OF | 01149 | 25 |
| | SUITABLE GOALS FOR ELEMENTARY SCHOOL COURSES. | 01149 | 26 |
| *FILE | GRAMMAR, DESCRIPTIVE GRAMMAR, PRESCRIPTIVE GRAMMAR, | 01149 | 9 |
| | UNIVERSAL | 01149 | |

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| *OBJECTIVES | THE STUDENT SHOULD BE ABLE TO DISTINGUISH THE THREE | 01150 | 23 |
| | APPROACHES TO GRAMMAR IN ACTUAL CLASSROOM SITUATIONS. | 01150 | 24 |
| | THIS EXPERIENCE SHOULD INCREASE HIS AWARENESS OF THESE | 01150 | 25 |
| | APPROACHES. | 01150 | 26 |
| *PREREQUISITE | PREVIOUS MODULE: 1149 | 01150 | 27 |
| *EXPERIENCE | PARTICIPATE IN A SIMULATED CLINICAL EXPERIENCE BY VIEWING | 01150 | 11 |
| | A FILM PORTRAYING THE TEACHING OF GRAMMAR IN THE | 01150 | 12 |
| | ELEMENTARY SCHOOL. THE FILM SHOULD CONSIST OF | 01150 | 13 |
| | APPROXIMATELY SIX SCENES, EACH SCENE DEPICTING A BRIEF | 01150 | 14 |
| | LESSON ON GRAMMAR BASED ON THE APPROACH OF PRESCRIPTIVE | 01150 | 15 |
| | GRAMMAR, DESCRIPTIVE GRAMMAR, UNIVERSAL GRAMMAR, OR A | 01150 | 16 |
| | COMBINATION OF THESE APPROACHES. IT IS IMPORTANT THAT THE | 01150 | 17 |
| | SCENES BE AS REALISTIC AS POSSIBLE, SHOWING A TEACHER AND | 01150 | 18 |
| | STUDENTS IN AN ACTUAL ELEMENTARY SCHOOL CLASSROOM. WRITE | 01150 | 19 |
| | A BRIEF EVALUATION OF EACH SCENE, LISTING THE CHIEF | 01150 | 20 |
| | FACTORS IN THE LESSON WHICH INDICATE THE BASIC APPROACH | 01150 | 21 |
| | &OR APPROACHES+ TO GRAMMAR BEING UTILIZED. | 01150 | 22 |
| *SETTING | INDEPENDENT COLLEGE | 01150 | 10 |
| *MATERIALS | A FIFTEEN MINUTE FILM MEETING THE ABOVE SPECIFICATIONS AND | 01150 | 5 |
| | THE PHYSICAL FACILITIES TO PERMIT INDEPENDENT VIEWING, | 01150 | |
| | WITH STOP, START, AND REPLAY CONTROL. | 01150 | |
| *LEVEL | ALL GRADES | 01150 | 8 |
| *GENERAL | ALL CANDIDATES | 01150 | 7 |
| *HOURS | 1 | 01150 | 6 |
| *EVALUATION | THE CORRECTNESS OF THE STUDENTSS EVALJATION OF THE FILM | 01150 | 28 |
| | SCENES, AS DESCRIBED ABOVE, WOULD BE ADEQUATE AS AN | 01150 | 29 |
| | EVALUATION OF HIS SJCCESS IN ACHIEVING THE OBJECTIVE. | 01150 | 30 |
| *FILE | CLINICAL EXPERIENCE, SIMULATED GRAMMAR, DESCRIPTIVE | 01150 | 9 |
| | GRAMMAR, PRESCRIPTIVE GRAMMAR, UNIVERSAL | 01150 | |

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| *OBJECTIVES | THE STUDENT SHOULD BE AWARE OF THE DISTINCTION BETWEEN | 01151 | 24 |
| | SPEECH AND THE REPRESENTATION OF SPEECH BY AN ORTHOGRAPHY. | 01151 | 25 |
| | HE SHOULD BE ABLE TO CITE THE PURPOSES OF A SYSTEM OF | 01151 | 26 |
| | PHONETIC TRANSCRIPTION AND TO GIVE A NUMBER OF EXAMPLES | 01151 | 27 |
| | IN WHICH NORMAL ENGLISH SPELLING FAILS TO REPRESENT | 01151 | 28 |
| | PRONUNCIATION. | 01151 | 29 |
| *PREREQUISITE | PREVIOUS MODULES: 1144 + 1147 | 01151 | 30 |
| *EXPERIENCE | LISTEN TO AN ILLUSTRATED LECTURE ON TYPES OF WRITING | 01151 | 11 |
| | SYSTEMS ≥ALPHABETIC, SYLLABIC, LOGOGRAPHIC+, NOTING | 01151 | 12 |
| | ESPECIALLY THE EXAMPLES OF THE ALPHABETIC TYPE. THE | 01151 | 13 |
| | INSTRUCTOR SHOULD OFFER A CONTRASTIVE DESCRIPTION OF THE | 01151 | 14 |
| | REPRESENTATION OF ENGLISH BY THE WRITING SYSTEM AND BY | 01151 | 15 |
| | PHONETIC TRANSCRIPTION. DETERMINE THE NEEDS FOR AND | 01151 | 16 |
| | PURPOSES OF PHONETIC TRANSCRIPTION AND CONSIDER THE | 01151 | 17 |
| | IMPORTANCE OF AN AWARENESS OF THE DISTINCTION BETWEEN | 01151 | 18 |
| | NORMAL ORTHOGRAPHIC REPRESENTATION AND ACTUAL | 01151 | 19 |
| | PRONUNCIATION FOR ELEMENTARY SCHOOL TEACHERS. NOTE SOME | 01151 | 20 |
| | OF THE HISTORICAL REASONS FOR THE FAILURES OF MODERN | 01151 | 21 |

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| | ENGLISH ORTHOGRAPHY AS A REPRESENTATION OF THE ORAL UNITS OF THE CONTEMPORARY LANGUAGE. | 01151 | 22<br>23 |
| *SETTING | LARGE GROUP COLLEGE | 01151 | 10 |
| *MATERIALS | BLANK | 01151 | 5 |
| *LEVEL | ALL GRADES | 01151 | 8 |
| *GENERAL | ALL CANDIDATES | 01151 | 7 |
| *HOURS | 1 | 01151 | 6 |
| *EVALUATION | PREPARE A LIST OF 50 ENGLISH WORDS IN WHICH THE ORTHOGRAPHY FAILS TO ADEQUATELY REPRESENT NORMAL PRONUNCIATION. | 01151 | 31<br>32<br>33 |
| *FILE | ORTHOGRAPHY SPELLING PHONETICS HISTORY OF ENGLISH | 01151 | 9 |

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| *OBJECTIVES | STUDENTS SHOULD BE ABLE TO GIVE ADDITIONAL EXAMPLES AND MORE DETAILED DISCUSSION OF THE MATERIAL PRESENTED IN LECTURES AND DISCUSSION SESSIONS WHICH PRECEDE THIS READING ASSIGNMENT. | 01152 | 19<br>20<br>21<br>22 |
| *PREREQUISITE | PREVIOUS MODULES: 1143-1151 | 01152 | 23 |
| *EXPERIENCE | AS A SUMMARY AND REINFORCEMENT OF THE MATERIAL PRESENTED IN THE PREVIOUS MODULES, READ PART ONE, [BASIC CONCEPTS], PP. 1-66, OF LANGUAGE AND ITS STRUCTURE: SOME FUNDAMENTAL LINGUISTIC CONCEPTS, BY RONALD W. LANGACKER [NEW YORK: HARCOURT, BRACE & WORLD, 1968]. PAY PARTICULAR ATTENTION TO THE EXAMPLES GIVEN TO ILLUSTRATE THE CONCEPTS, RELATING MATERIAL PRESENTED IN PREVIOUS MODULES TO THE DISCUSSION IN THE TEXT. | 01152 | 11<br>12<br>13<br>14<br>15<br>16<br>17<br>18 |
| *SETTING | INDEPENDENT COLLEGE | 01152 | 10 |
| *MATERIALS | BLANK | 01152 | 5 |
| *LEVEL | ALL GRADES | 01152 | 8 |
| *GENERAL | ALL CANDIDATES | 01152 | 7 |
| *HOURS | 3 | 01152 | 6 |
| *EVALUATION | A WRITTEN EXAMINATION ON ATTITUDES TOWARD LANGUAGE AND THE BASIC CONCEPTS AND TERMINOLOGY OF LINGUISTICS SHOULD BE GIVEN. GENERALLY, THE EXAMINATION QUESTIONS SHOULD BE SIMILAR TO THE EVALUATION PROCEDURES SUGGESTED IN MODULES [1143, 1144, 1146, 1147 & 1151]. THIS EXAMINATION SHOULD NOT BE ADMINISTERED, HOWEVER, UNTIL THE STUDENT HAS HAD AT LEAST ONE OPPORTUNITY TO PARTICIPATE IN THE OPTIONAL EXPERIENCE DESCRIBED IN MODULE [1153]. [SEE MODULE 1154 FOR IMPLEMENTATION].<br>*FILE PRELIMINARY MATERIAL LANGACKER READING ON LINGUISTIC CONCEPTS | 01152<br>01152<br>01152<br>01152<br>01152<br>01152<br>01152<br>01152<br>01152<br>01152<br>01152<br>01152<br>01152<br>01152<br>01152<br>01152 | 24<br>25<br>26<br>27<br>28<br>29<br>30<br>31<br>32<br>9 |

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| *OBJECTIVES | STUDENTS SHOULD BE ABLE TO DEMONSTRATE FULL MASTERY OF ALL OF THE MATERIAL OF BASIC CONCEPTS ENCOUNTERED THUS FAR. | 01153 | 27<br>28 |
| *PREREQUISITE | PREVIOUS MODULES: 1143-1152 | 01153 | 29 |
| *EXPERIENCE | IN ORDER TO PROVIDE THE STUDENT WITH THE OPPORTUNITY FOR ADDITIONAL REINFORCEMENT OF THE BASIC SUBJECT MATTER WHICH HE HAS ENCOUNTERED IN MODULES 1143-1152, THIS EXPERIENCE SHOULD CONSIST OF INFORMALLY STRUCTURED SMALL GROUP DISCUSSION SESSIONS IN WHICH EACH STUDENT MAY QUESTION THE INSTRUCTOR CONCERNING CONCEPTS WHICH REMAIN UNCLEAR AT THIS TIME. THE EXPERIENCE IS OPTIONAL, I.E. STUDENTS WHO FEEL THAT THEY HAVE FULLY MASTERED ALL OF THE MATERIAL MAY ELECT NOT TO PARTICIPATE. SEVERAL SUCH SESSIONS SHOULD BE AVAILABLE SO THAT THOSE STUDENTS WHO WISH MAY REPEAT THE EXPERIENCE UNTIL THEY HAVE ACHIEVED THE OBJECTIVES OF THE FIRST SECTION OF THE LINGUISTICS COMPONENT. THESE SESSIONS SHOULD BE SCHEDULED AT TIMES OTHER THAN THE NORMAL CLASS HOURS. THUS, THIS EXPERIENCE IS, IN A SENSE, | 01153<br>01153<br>01153<br>01153<br>01153<br>01153<br>01153<br>01153<br>01153<br>01153<br>01153<br>01153<br>01153<br>01153 | 11<br>12<br>13<br>14<br>15<br>16<br>17<br>18<br>19<br>20<br>21<br>22<br>23<br>24 |

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                INDEPENDENT WORK, ALTHOUGH SEVERAL STUDENTS MAY MEET WITH  01153 25
                THE INSTRUCTOR AS A GROUP.                                 01153 26
*SETTING        INDEPENDENT SMALL GROUP 2+-12 STUDENTS+  COLLEGE           01153 10
*MATERIALS      BLANK                                                      01153  5
*LEVEL          ALL GRADES                                                 01153  8
*GENERAL        ALL CANDIDATES                                             01153  7
*HOURS          VARIABLE                                                   01153  6
*EVALUATION     AN EXAMINATION OF THE TYPE DESCRIBED IN THE EVALUATION     01153 30
                SECTION OF MODULE 1152 COULD BE ADMINISTERED AT THIS       01153 31
                POINT.  +SEE MODULE 1154 FOR FURTHER DISCUSSION.+          01153 32
*FILE           PRELIMINARY MATERIAL  SMALL GROUP  MASTERY OF LINGUISTIC   01153  9
                CONCEPTS                                                   01153
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*OBJECTIVES     THIS EXPERIENCE SHOULD SERVE AS AN EVALUATION, FOR THE     01154 27
                INSTRUCTOR AND/OR THE STUDENT, OF ACHIEVEMENT OF THE       01154 28
                OBJECTIVES OF PREVIOUS MODULES.                            01154 29
*PREREQUISITE   PREVIOUS MODULES: 1143-1153                                01154 30
*EXPERIENCE     A GENERAL WRITTEN EXAMINATION SHOULD BE TAKEN AT THIS TIME 01154 11
                TO SERVE AS AN EVALUATION OF THE STUDENTSS ACHIEVEMENT OF  01154 12
                THE OBJECTIVES OF MODULES 1143-1153.  THE EXAMINATION      01154 13
                SHOULD BE OF THE FORM DESCRIBED IN MODULE 1152.  IF THE    01154 14
                INSTRUCTOR DESIRES A GRADE FOR EACH STUDENT, THE           01154 15
                EXAMINATION SHOULD BE GIVEN TO ALL STUDENTS IN A LARGE     01154 16
                GROUP SETTING.  IF, HOWEVER, A TEST GRADE IS NOT REQUIRED  01154 17
                AT THIS TIME, THE EXAMINATION SHOULD BE SUBMITTED TO THE   01154 18
                STUDENT FOR INDEPENDENT WORK WHICH SHOULD BE COMPLETED,    01154 19
                SCORED, AND RETURNED TO THE STUDENT FOR SELF-EVALUATION.   01154 20
                IN THE LATER CASE, THE INSTRUCTOR MAY WISH TO KEEP A       01154 21
                GENERAL RECORD OF OVERALL STUDENT PERFORMANCE ON EACH       01154 22
                QUESTION TO SERVE AS THE BASIS FOR A SUPPLEMENTARY         01154 23
                EXPERIENCE MODULE, USING SMALL GROUP SESSIONS FOR          01154 24
                DISCUSSION OF ANY CONCEPTS WHICH WERE NOT FULLY MASTERED   01154 25
                BY ALL STUDENTS.                                           01154 26
*SETTING        LARGE GROUP INDEPENDENT                                    01154 10
*MATERIALS      BLANK                                                      01154  5
*LEVEL          ALL GRADES                                                 01154  8
*GENERAL        ALL CANDIDATES                                             01154  7
*HOURS          1                                                          01154  6
*EVALUATION     THE STUDENT SHOULD BE ABLE TO IDENTIFY AND DESCRIBE ALL OF 01154 31
                THE LINGUISTIC CONCEPTS ASKED ON THE EXAMINATION.          01154 32
*FILE           PRELIMINARY MATERIAL  TESTING LINGUISTIC                   01154  9
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## OVERVIEW OF MODULES

1155-1171

In this section of the Linguistics Component, students examine in some detail the nature of the phonological system of American English and some of the methods, concepts, and terminology used by linguists in analyzing this system. The primary goal of these modules is to develop in the student a conscious awareness of speech--as distinct from the written representation of language. In order to promote this awareness, extensive practice in phonological transcription is provided and frequent reference is made to the relevance of a knowledge of phonology for the elementary school teacher. The student is not expected to become a "junior linguist" who is capable of transcribing and/or analyzing the phonological system of any language, and, therefore the examples in the modules are all taken from English. Furthermore issues of substantial theoretical concern to the professional linguist (e.g. the validity of the traditional phoneme) are not presented here. The student should, however, become sufficiently familiar with linguistic terminology regarding phonology so that he can read with comprehension linguistically oriented articles on the child's acquisition of phonology, phonological differences in regional and social dialects of American English, or the relationship between orthography and phonology.

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*OBJECTIVES     THE STUDENT SHOULD BE AWARE OF THE SHAPE OF THE SPEECH      01155 21
                TRACT AND HE SHOULD KNOW THE NAMES OF THE ARTICULATORS AND  01155 22
                THE MAJOR POINTS AND MANNERS OF ARTICULATION USED IN        01155 23
                AMERICAN ENGLISH.                                           01155 24
*PREREQUISITE   PREVIOUS MODULE: 1151                                       01155 25
*EXPERIENCE     LISTEN TO AN INTRODUCTORY LECTURE ON ARTICULATORY            01155 11
                PHONETICS, NOTING THE NEED FOR A SYSTEMATIC MEANS FOR       01155 12
                DESCRIBING AND TRANSCRIBING RECORDING THE GREAT VARIETY      01155 13
                OF SPEECH SOUNDS USED IN HUMAN LANGUAGES. OBSERVE THE       01155 14
                SHAPE OF THE SPEECH TRACT AND THE NAMES OF THE              01155 15
                ARTICULATORS AND POINTS OF ARTICULATION UTILIZED BY         01155 16
                SPEAKERS OF AMERICAN ENGLISH. NOTE ALSO THE MAJOR MANNERS   01155 17
                OF ARTICULATION INVOLVED IN THE ARTICULATION OF ENGLISH     01155 18
                SPEECH SOUNDS. CONSIDER EXAMPLES OF SOUNDS IN WHICH EACH    01155 19
                OF THESE ARTICULATORY FACTORS IS UTILIZED.                  01155 20
*SETTING        LARGE GROUP  COLLEGE                                        01155 10
*MATERIALS      BLANK                                                       01155  5
*LEVEL          ALL GRADES                                                  01155  8
*GENERAL        ALL CANDIDATES                                              01155  7
*HOURS          1                                                           01155  6
*EVALUATION     DRAW AND ACCURATELY LABEL A DIAGRAM REPRESENTING THE HUMAN  01155 26
                SPEECH TRACT.                                               01155 27
*FILE           PHONOLOGY  PHONETICS  SPEECH TRACT                          01155  9
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*OBJECTIVES     THIS EXPERIENCE SHOULD SERVE AS REINFORCEMENT FOR THE       01156 15
                MATERIAL PRESENTED IN MODULES 1155, 1157, 1160, AND 1166.   01156 16
*PREREQUISITE   PREVIOUS MODULE: 1155.  CONCURRENT MODULES:  1157, 1160,    01156 17
                AND 1166.                                                   01156 18
*EXPERIENCE     IN CONJUNCTION WITH MODULES 1155, 1157, 1160, AND 1166      01156 11
                READ PP. 141-51 IN LANGUAGE AND ITS STRUCTURE BY            01156 12
                LANGACKER.  NOTE ESPECIALLY THE DEFINITIONS AND EXAMPLES    01156 13
                GIVEN FOR THE TERMINOLOGY OF ARTICULATORY PHONETICS.        01156 14
*SETTING        INDEPENDENT  COLLEGE                                        01156 10
*MATERIALS      BLANK                                                       01156  5
*LEVEL          ALL GRADES                                                  01156  8
*GENERAL        ALL CANDIDATES                                              01156  7
*HOURS          1                                                           01156  6
*EVALUATION     CARRY OUT SUCCESSFULLY THE EVALUATION PROCEDURES DESCRIBED  01156 19
                FOR MODULES 1155, 1157, 1160, AND 1166.                     01156 20
*FILE           PHONOLOGY  PHONETICS  SPEECH TRACT  CONSONANTS  VOWELS      01156  9
                SUPRASEGMENTALS  LANGACKER                                  01156
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*OBJECTIVES     THE STUDENT SHOULD BE ABLE TO RECOGNIZE, DESCRIBE, AND      01157 17
                TRANSCRIBE PHONETICALLY THE CONSONANT PHONES OF STANDARD    01157 18
                ENGLISH.                                                    01157 19
*PREREQUISITE   PREVIOUS MODULE: 1155.  CONCURRENT MODULES: 1156 AND 1158. 01157 20
*EXPERIENCE     LISTEN TO A PRESENTATION OF THE FULL ARTICULATORY            01157 11
                DESCRIPTIONS AND CORRESPONDING PHONETIC SYMBOLS FOR THE      01157 12
                CONSONANT PHONES WHICH OCCUR IN STANDARD ENGLISH.           01157 13
                DETERMINE ADDITIONAL EXAMPLES OF EACH PHONE.  PAY           01157 14
                PARTICULAR ATTENTION TO THOSE PHONETIC SYMBOLS WHICH        01157 15
                DIFFER FROM NORMAL ENGLISH ORTHOGRAPHIC SYMBOLS.            01157 16
*SETTING        LARGE GROUP  COLLEGE                                        01157 10
*MATERIALS      BLANK                                                       01157  5
*LEVEL          ALL GRADES                                                  01157  8
*GENERAL        ALL CANDIDATES                                              01157  7
*HOURS          1                                                           01157  6
*EVALUATION     TRANSCRIBE PHONETICALLY THE CONSONANTS WHICH OCCUR IN A      01157 21
                LIST OF WORDS PRESENTED ORALLY BY THE INSTRUCTOR, EITHER     01157 22
                ON TAPE OR IN PERSON.  (SEE MODULE 1159 FOR                 01157 23
                IMPLEMENTATION.)                                            01157 24
*FILE           PHONOLOGY  PHONETICS  CONSONANTS                            01157  9
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•OBJECTIVES    THE STUDENT SHOULD BECOME FULLY AWARE OF THE ARTICULATORY 01158 17
               MOVEMENTS INVOLVED IN THE PRODUCTION OF ENGLISH CONSONANT 01158 18
               AND VOWEL PHONES.                                         01158 19
•PREREQUISITE  PREVIOUS MODULE: 1155.  CONCURRENT MODULES: 1157 AND 1160.01158 20
•EXPERIENCE    READ ARTICULATORY DIAGRAMS OF ENGLISH VOWELS AND ENGLISH  01158 11
               CONSONANTS BY YAU SHEN (ANN ARBOR, MICHIGAN: UNIVERSITY OF01158 12
               MICHIGAN, 1958.  52 PP.).  IN ASSOCIATION WITH EACH       01158 13
               DIAGRAM, ARTICULATE THE SOUND BEING ILLUSTRATED AND THUS  01158 14
               RELATE THE DIAGRAM TO THE ARTICULATORY MOVEMENTS WHICH ARE01158 15
               ACTUALLY MADE IN PRODUCING THE SOUND.                     01158 16
•SETTING       INDEPENDENT  COLLEGE                                      01158 10
•MATERIALS     BLANK                                                     01158  5
•LEVEL         ALL GRADES                                                01158  8
•GENERAL       ALL CANDIDATES                                            01158  7
•MODES         2                                                         01158  6
•EVALUATION    DRAW THE ARTICULATORY DIAGRAM FOR EACH OF THE CONSONANT   01158 21
               AND VOWEL PHONES IN AMERICAN ENGLISH.                     01158 22
•FILE          PHONOLOGY  PHONETICS  CONSONANTS  VOWELS  SHEN           01158  9

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•OBJECTIVES    THIS MODULE IS DESIGNED TO PROVIDE EVERY STUDENT WITH     01159 45
               SUFFICIENT DRILL MATERIAL SO THAT HE CAN RECOGNIZE AND    01159 46
               TRANSCRIBE ENGLISH CONSONANT PHONES WITH 100% ACCURACY.   01159 47
•PREREQUISITE  PREVIOUS MODULES: 1155 AND 1157.                          01159 48
•EXPERIENCE    WORK THROUGH A SET OF PROGRAMMED EXERCISES ON THE         01159 11
               RECOGNITION AND TRANSCRIPTION OF ENGLISH CONSONANT PHONES.01159 12
               THIS EXPERIENCE REQUIRES A TYPEWRITER CONSOLE (ON WHICH   01159 13
               THE STUDENT TYPES HIS RESPONSES) CONNECTED TO A TAPE DECK 01159 14
               (WHICH PRODUCES THE ORAL STIMULUS) AND A COMPUTOR (WHICH   01159 15
               CHECKS AND RECORDS THE STUDENT'S RESPONSE, INDICATES      01159 16
               WHETHER THE RESPONSE IS CORRECT, AND PROVIDES BRANCHING   01159 17
               PROGRAMS WHENEVER SUPPLEMENTARY DRILL IS REQUIRED).  THE  01159 18
               PROGRAM SHOULD CONSIST OF THREE SEPARATE MAIN DRILLS AND A01159 19
               NUMBER OF SUPPLEMENTARY DRILLS.  IN EACH DRILL THE STUDENT01159 20
               IS INSTRUCTED TO TYPE THE CORRECT PHONETIC SYMBOL(S) FOR   01159 21
               THE PRE-VOCALIC OR POST-VOCALIC CONSONANT(S) WHICH HE     01159 22
               HEARS IN A NUMBER OF ENGLISH STRINGS RECORDED ON THE TAPE.01159 23
               THE TAPE FOR THE FIRST DRILL SHOULD CONTAIN ENGLISH       01159 24
               MONOSYLLABIC WORDS PRONOUNCED BY A SPEAKER OF STANDARD    01159 25
               MIDWESTERN ENGLISH.  THE SECOND MAIN DRILL IS DESIGNED TO 01159 26
               LIMIT RELIANCE ON ORTHOGRAPHY AND SHOULD PROVIDE AS THE   01159 27
               STIMULUS POSSIBLE (BUT NON-OCCURRING) WORDS.  THE THIRD MAIN01159 28
               DRILL IS DESIGNED TO REQUIRE STRICT ATTENTION TO          01159 29
               PRONUNCIATION AND SHOULD PROVIDE AS THE STIMULUS A        01159 30
               COMBINATION OF TAPE RECORDED FORMS (WHICH REPRESENT       01159 31
               EXAMPLES LIKE THOSE DESCRIBED FOR THE FIRST TWO DRILLS AS 01159 32
               WELL AS REGIONAL AND SOCIAL DIALECT VARIATIONS.  FOR EACH  01159 33
               DRILL, THE STUDENT SHOULD RECEIVE AN IMMEDIATE INDICATION 01159 34
               OF THE CORRECTNESS OF HIS RESPONSE.  HIS RESPONSES SHOULD  01159 35
               BE TABULATED AND FOR ANY ERROR IN TRANSCRIPTION, HE SHOULD01159 36
               BE PRESENTED WITH APPROPRIATE SUPPLEMENTARY DRILL MATERIAL01159 37
               (WHICH HE MUST COMPLETE SATISFACTORILY BEFORE PROCEEDING TO01159 38
               THE NEXT MAIN EXERCISE.  IF A STUDENT COMPLETES THE MAIN   01159 39
               DRILL WITHOUT ERROR, HE MAY PROCEED IMMEDIATELY TO THE     01159 40
               NEXT MAIN EXERCISE WITHOUT SUPPLEMENTARY DRILL WORK.       01159 41
               ALTHOUGH IF HE HIMSELF DESIRES ADDITIONAL PRACTICE, HE MAY 01159 42
               ELECT TO WORK THROUGH ONE OR MORE OF THE BRANCHING         01159 43
               PROGRAMS.                                                  01159 44
•SETTING       INDEPENDENT  COLLEGE                                      01159 10
•MATERIALS     PROGRAMMED MATERIAL OF THE TYPE DESCRIBED ABOVE AND THE   01159  5
               EQUIPMENT NECESSARY FOR ITS USE.                          01159
•LEVEL         ALL GRADES                                                01159  8
•GENERAL       ALL CANDIDATES                                            01159  7
•MODES         VARIABLE                                                  01159  6
•EVALUATION    SINCE THE BRANCHING PROGRAMS REQUIRED IN THIS EXPERIENCE  01159 49
               WILL NOT PERMIT A STUDENT TO COMPLETE THE ENTIRE PROGRAM   01159 50
•FILE          PHONOLOGY  PHONETICS  CONSONANTS                          01159  9
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| *OBJECTIVES | THE STUDENT SHOULD BE ABLE TO RECOGNIZE, DESCRIBE, AND TRANSCRIBE PHONETICALLY THE VOWEL PHONES OF STANDARD, MIDWESTERN ENGLISH. | 01160 18<br>01160 19<br>01160 20 |
| *PREREQUISITE | PREVIOUS MODULE: 1155. CONCURRENT MODULES: 1156 AND 1558. | 01160 21 |
| *EXPERIENCE | LISTEN TO A PRESENTATION OF THE FULL ARTICULATORY DESCRIPTIONS AND CORRESPONDING PHONETIC SYMBOLS FOR THE VOWEL PHONES WHICH OCCUR IN STANDARD MIDWESTERN ENGLISH. DETERMINE WHICH OF THESE OCCUR IN YOUR OWN SPEECH. OBSERVE ALSO THE DESCRIPTIONS AND SYMBOLIZATION RELEVANT TO THE SUPRASEGMENTAL FEATURES ASSOCIATED WITH VOWELS, E.G. LENGTH. | 01160 11<br>01160 12<br>01160 13<br>01160 14<br>01160 15<br>01160 16<br>01160 17 |
| *SETTING | LARGE GROUP COLLEGE | 01160 10 |
| *MATERIALS | BLANK | 01160 5 |
| *LEVEL | ALL GRADES | 01160 8 |
| *GENERAL | ALL CANDIDATES | 01160 7 |
| *HOURS | 1 | 01160 6 |
| *EVALUATION | TRANSCRIBE PHONETICALLY THE VOWELS WHICH OCCUR IN A LIST OF WORDS PRESENTED ORALLY, EITHER ON TAPE OR IN PERSON, BY THE INSTRUCTOR. >SEE MODULE 1161 FOR IMPLEMENTATION.< | 01160 22<br>01160 23<br>01160 24 |
| *FILE | PHONOLOGY PHONETICS VOWELS SUPRASEGMENTALS | 01160 9 |

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| *OBJECTIVES | SINCE THE BRANCHING PROGRAMS REQUIRED IN THIS EXPERIENCE WILL NOT PERMIT A STUDENT TO COMPLETE THE ENTIRE PROGRAM UNTIL HE HAS SATISFACTORILY ACHIEVED THE OTHER MODULES. | 01161 16<br>01161 17<br>01161 18 |
| *PREREQUISITE | PREVIOUS MODULES: 1155 AND 1160. | 01161 19 |
| *EXPERIENCE | WORK THROUGH A SET OF PROGRAMMED EXERCISES ON THE RECOGNITION AND TRANSCRIPTION OF THE VOWEL PHONES OF AMERICAN ENGLISH. THIS EXPERIENCE SHOULD BE PARALLEL IN ALL DETAILS TO THAT DESCRIBED FOR CONSONANTS IN MODULE 1159. | 01161 11<br>01161 12<br>01161 13<br>01161 14<br>01161 15 |
| *SETTING | INDEPENDENT | 01161 10 |
| *MATERIALS | PROGRAMMED MATERIALS FOR DRILLS ON VOWELS OF THE TYPE DESCRIBED IN MODULE 19 FOR CONSONANTS, AND THE EQUIPMENT NECESSARY FOR THE USE OF THESE MATERIALS. | 01161 5<br>01161<br>01161 |
| *LEVEL | ALL GRADES | 01161 8 |
| *GENERAL | ALL CANDIDATES | 01161 7 |
| *HOURS | VARIABLE | 01161 6 |
| *EVALUATION | THIS MODULE IS DESIGNED TO PROVIDE EVERY STUDENT WITH SUFFICIENT DRILL MATERIAL SO THAT HE CAN RECOGNIZE AND TRANSCRIBE THE VOWEL PHONES OF ENGLISH WITH AT LEAST 95% ACCURACY. | 01161 20<br>01161 21<br>01161 22<br>01161 23 |
| *FILE | PHONOLOGY PHONETICS VOWELS | 01161 9 |

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| *OBJECTIVES | STUDENTS SHOULD BE ABLE TO LIST THE MAIN DISTINCTIVE FEATURES IN ENGLISH PHONOLOGY, I.E. THEY SHOULD BE AWARE OF THE SYSTEMATIC ORGANIZATION OF THE PHONOLOGICAL SYSTEM. | 01162 24<br>01162 25<br>01162 26 |
| *PREREQUISITE | PREVIOUS MODULES: 1155 AND 1156. | 01162 27 |
| *EXPERIENCE | LISTEN TO A LECTURE ON REDUNDANCY IN A PHONOLOGICAL SYSTEM. DISTINGUISH THE DISTINCTIVE FROM THE NONDISTINCTIVE PHONETIC FEATURES IN ENGLISH AND NOTE THE DIFFERENCE BETWEEN A PHONETIC TRANSCRIPTION AND A PHONOLOGICAL TRANSCRIPTION >I.E. ONE IN WHICH CERTAIN REDUNDANT INFORMATION IS ELIMINATED<. OBSERVE THAT ALPHABETIC WRITING SYSTEMS ARE THUS NOT GENERALLY TRULY [PHONETIC] BUT RATHER PHONOLOGICAL. PAY PARTICULAR ATTENTION TO THE DISCUSSION OF THE CONCEPT OF THE [PHONEME] SINCE THIS TERM APPEARS FREQUENTLY IN THE LITERATURE ON CHILD LANGUAGE ACQUISITION, AS WELL AS IN SOME WORKS ON THE TEACHING OF READING AND SPELLING, ALTHOUGH IT IS NOT MENTIONED IN LANGACKER'S TEXT. | 01162 11<br>01162 12<br>01162 13<br>01162 14<br>01162 15<br>01162 16<br>01162 17<br>01162 18<br>01162 19<br>01162 20<br>01162 21<br>01162 22<br>01162 23 |
| *SETTING | LARGE GROUP COLLEGE | 01162 10 |
| *MATERIALS | BLANK | 01162 5 |
| *LEVEL | ALL GRADES | 01162 8 |

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*GENERAL        ALL CANDIDATES                                                  01162  7
*HOURS          1                                                               01162  6
*EVALUATION     GIVEN A LIST OF ENGLISH STRINGS, PROVIDE BOTH A PHONETIC        01162 28
                TRANSCRIPTION AND A PHONOLOGICAL (PHONEMIC) TRANSCRIPTION       01162 29
                FOR EACH STRING.                                                01162 30
*FILE           PHONOLOGY  PHONETICS  ORTHOGRAPHY  REDUNDANCY                  01162  9
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*OBJECTIVES     THIS EXPERIENCE SHOULD PROVIDE THE STUDENT WITH                 01163 15
                REINFORCEMENT OF THE MATERIAL PRESENTED IN MODULE 1162.         01163 16
*PREREQUISITE   PREVIOUS MODULES: 1155, 1156 AND 1162.                          01163 17
*EXPERIENCE     READ (DISTINCTIVE DIFFERENCES), PP. 152-7 IN LANGUAGE AND       01163 11
                ITS STRUCTURE BY LANGACKER.  PAY PARTICULAR ATTENTION TO        01163 12
                THE SET OF ARTICULATORY FEATURES WHICH ARE DISTINCTIVE IN       01163 13
                ENGLISH.                                                        01163 14
*SETTING        INDEPENDENT  COLLEGE                                            01163 10
*MATERIALS      BLANK                                                           01163  5
*LEVEL          ALL GRADES.                                                     01163  8
*GENERAL        ALL CANDIDATES                                                  01163  7
*HOURS          3/4                                                             01163  6
*EVALUATION     GIVEN A LIST OF ENGLISH PHONES, PROVIDE A LIST OF THE           01163 18
                DISTINCTIVE FEATURES OF EACH.                                   01163 19
*FILE           PHONOLOGY  LANGACKER                                            01163  9


*OBJECTIVES     STUDENTS SHOULD BE FULLY AWARE OF THE EXISTENCE AND             01164 18
                DESIRABILITY OF PHONOLOGICAL REDUNDANCY.  THEY SHOULD BE        01164 19
                ABLE TO CITE THE GENERAL SEQUENTIAL CONSTRAINTS IN              01164 20
                ENGLISH.                                                        01164 21
*PREREQUISITE   PREVIOUS MODULES: 1162 AND 1163.                                01164 22
*EXPERIENCE     LISTEN TO A LECTURE ON THE PERMISSIBLE CONSONANT CLUSTERS       01164 11
                (PHONOTACTICS) AND REDUNDANCY IN SEQUENCES OF SOUNDS            01164 12
                (SEQUENTIAL CONSTRAINTS) IN ENGLISH.  NOTE EXAMPLES OF          01164 13
                DIALECT DIFFERENCES IN PHONOTACTICS AND OF THE PROBLEMS         01164 14
                WHICH CHILDREN OFTEN HAVE IN MASTERING THE PRODUCTION OF        01164 15
                CERTAIN CONSONANT CLUSTERS.  CONSIDER THE RELEVANCE OF          01164 16
                THESE FACTORS FOR THE TEACHING OF READING AND SPELLING.         01164 17
*SETTING        LARGE GROUP  COLLEGE                                            01164 10
*MATERIALS      BLANK                                                           01164  5
*LEVEL          ALL GRADES                                                      01164  8
*GENERAL        ALL CANDIDATES                                                  01164  7
*HOURS          1                                                               01164  6
*EVALUATION     FROM A LIST OF PHONETICALLY TRANSCRIBED ENGLISH STRINGS,        01164 23
                DESCRIBE FOR EACH STRING THE REDUNDANT FEATURES INVOLVED.       01164 24
*FILE           PHONOLOGY  REDUNDANCY  PHONOTACTICS  CHILD LANGUAGE            01164  9
                DIALECTS                                                        01164
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*OBJECTIVES     STUDENTS SHOULD BE FULLY CONSCIOUS OF THE DISTINCTION           01165 22
                BETWEEN ACTUAL SPEECH AND ORTHOGRAPHIC REPRESENTATION.          01165 23
                THEY SHOULD BE ABLE TO IDENTIFY EXAMPLES IN WHICH THERE IS      01165 24
                A DISCREPANCY.                                                  01165 25
*PREREQUISITE   PREVIOUS MODULES: 1155-1164.                                    01165 26
*EXPERIENCE     LISTEN TO THE INSTRUCTOR READ A BRIEF DESCRIPTION OF THE        01165 11
                SYLLABLE AND THE PRINCIPLES OF SYLLABLE DIVISION FROM A         01165 12
                STANDARD DICTIONARY OR TEXT ON ENGLISH.  DISCUSS THE            01165 13
                ADEQUACY OF THE DEFINITION IN TERMS OF THE NORMAL,              01165 14
                NON-CITATION PRONUNCIATION OF A LIST OF POLYSYLLABIC            01165 15
                WORDS, NOTING THAT MANY WORDS CONSIST OF FEWER                  01165 16
                PHONOLOGICAL SYLLABLES THAN (ORTHOGRAPHIC SYLLABLES), E.G.      01165 17
                (EVERYTHING) NORMALLY HAS THREE SYLLABLES PHONOLOGICALLY.       01165 18
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| | BUT ORTHOGRAPHICALLY IT HAS FOUR. EXAMINE THE IMPLICATIONS OF THIS FOR THE TEACHING OF READING AND SPELLING. | 01165 19<br>01165 20<br>01165 21 |
| *SETTING | SMALL GROUP 21-12 STUDENTS. COLLEGE | 01165 10 |
| *MATERIALS | BLANK | 01165 5 |
| *LEVEL | ALL GRADES | 01165 8 |
| *GENERAL | ALL CANDIDATES | 01165 7 |
| *HOURS | 1 | 01165 6 |
| *EVALUATION | FROM A LIST OF ENGLISH WORDS, IDENTIFY FOR EACH WORD THE NUMBER OF SYLLABLES WHICH OCCUR IN NON-CITATION PRONUNCIATION. | 01165 27<br>01165 28<br>01165 29 |
| *FILE | PHONOLOGY SYLLABLES ORTHOGRAPHY READING SPELLING | 01165 9 |

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|---|---|---|
| *OBJECTIVES | STUDENTS SHOULD RECOGNIZE THAT THE PHONOLOGICAL SYSTEM OF A LANGUAGE CONSISTS OF MORE THAN JUST AN INVENTORY OF CONSONANTS AND VOWELS. THEY SHOULD BE ABLE TO LIST THE MAJOR SUPRASEGMENTAL PHENOMENA IN ENGLISH. | 01166 16<br>01166 17<br>01166 18<br>01166 19 |
| *PREREQUISITE | PREVIOUS MODULE: 1150. | 01166 20 |
| *EXPERIENCE | LISTEN TO A LECTURE ON THE SUPRASEGMENTAL FEATURES OF AMERICAN ENGLISH. CONSIDER AND EVALUATE THE ADEQUACY OF THE REPRESENTATION OF SUPRASEGMENTAL FEATURES AND INTONATION CONTOURS BY PUNCTUATION IN THE ENGLISH WRITING SYSTEM. | 01166 11<br>01166 12<br>01166 13<br>01166 14<br>01166 15 |
| *SETTING | LARGE GROUP COLLEGE | 01166 10 |
| *MATERIALS | BLANK | 01166 5 |
| *LEVEL | ALL GRADES | 01166 8 |
| *GENERAL | ALL CANDIDATES | 01166 7 |
| *HOURS | 1 | 01166 6 |
| *EVALUATION | FOR A SET OF ENGLISH STRINGS, PROVIDE A TRANSCRIPTION INDICATING ALL SUPRASEGMENTAL FEATURES. | 01166 21<br>01166 22 |
| *FILE | PHONOLOGY SUPRASEGMENTALS ORTHOGRAPHY | 01166 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT SHOULD DEMONSTRATE FULL AWARENESS OF CHILDRENSS SPEECH BY ACCURATELY TRANSCRIBING SPEECH SAMPLES AND HE SHOULD BE ABLE TO LIST SOME OF THE ARTICULATION PROBLEMS COMMONLY FOUND WITH CHILDREN AGES 3-5. | 01167 16<br>01167 17<br>01167 18<br>01167 19<br>01167 20 |
| *PREREQUISITE | PREVIOUS MODULES: 1155-1166. | 01167 21 |
| *EXPERIENCE | TRANSCRIBE PHONETICALLY THE SPEECH OF CHILDREN FROM PRE-SCHOOL TO KINDERGARTEN AGE. SPEECH SAMPLES SHOULD BE TAPE RECORDED AND APPROXIMATELY FIFTEEN MINUTES IN TOTAL LENGTH. LIST THE PROBLEMS IN ARTICULATION ILLUSTRATED ON THE TAPE. | 01167 11<br>01167 12<br>01167 13<br>01167 14<br>01167 15 |
| *SETTING | INDEPENDENT COLLEGE | 01167 10 |
| *MATERIALS | THE TAPE RECORDING DESCRIBED ABOVE AND THE EQUIPMENT NECESSARY FOR ITS USE, INCLUDING STOP, START, AND REPLAY CONTROL. | 01167 5<br>01167<br>01167 |
| *LEVEL | PRE-SCH.-K | 01167 8 |
| *GENERAL | ALL CANDIDATES | 01167 7 |
| *HOURS | 2 | 01167 6 |
| *EVALUATION | LIST SOME PROBLEMS IN THE MASTERY OF THE PHONOLOGICAL SYSTEM OF ENGLISH OFTEN FOUND IN CHILDREN AGES 3-5. | 01167 22<br>01167 23 |
| *FILE | PHONETICS PHONOLOGY CHILD LANGUAGE | 01167 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT SHOULD BE ABLE TO DISCRIMINATE FULLY BETWEEN NORMAL PRONUNCIATION OF ENGLISH STRINGS AND THE TRADITIONAL ORTHOGRAPHIC REPRESENTATION. THERE SHOULD BE NO INTERFERENCE FROM THE ORTHOGRAPHY IN HIS TRANSCRIPTION. | 01168 18<br>01168 19<br>01168 20<br>01168 21 |

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*PREREQUISITE  PREVIOUS MODULES:  1155-1166.                                  01168 22
*EXPERIENCE    PROVIDE A PHONOLOGICAL TRANSCRIPTION OF SEVERAL SELECTIONS    01168 11
               OF TEXT MATERIAL FROM READERS AND SPELLING BOOKS DESIGNED     01168 12
               FOR USE IN GRADES 1-4.  THE TRANSCRIPTION SHOULD BE BASED     01168 13
               ON THE STUDENTSS OWN, NON-CITATION PRONUNCIATION OF THE       01168 14
               MATERIAL.  THE MATERIAL IS DESIGNED TO INDICATE THE           01168 15
               RELEVANCE OF A KNOWLEDGE OF ENGLISH PHONOLOGY FOR THE         01168 16
               TEACHER IN GRADES 1-4.                                        01168 17
*SETTING       INDEPENDENT  COLLEGE                                          01168 10
*MATERIALS     APPROPRIATE SELECTIONS FROM READERS AND SPELLING BOOKS FOR    01168  5
               GRADES 1-4.                                                   01168
*LEVEL         GRADES 1-4                                                    01168  8
*GENERAL       ALL CANDIDATES                                                01168  7
*MODES         2                                                             01168  6
*EVALUATION    THE EVALUATION WILL BE THE STUDENTSS SUCCESS IN ACCURATELY    01168 23
               TRANSCRIBING THE MATERIAL DESCRIBED IN THIS EXPERIENCE AND    01168 24
               HIS DISCUSSION OF THE PHONOLOGY-ORTHOGRAPHY RELATIONSHIP      01168 25
               IN MODULE 1171.                                               01168 26
*FILE          PHONOLOGY  READING  SPELLING  ORTHOGRAPHY                     01168  9
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*OBJECTIVES    THE STUDENT SHOULD BE ABLE TO DISCRIMINATE FULLY BETWEEN      01169 18
               NORMAL PRONUNCIATION OF ENGLISH STRINGS AND THE               01169 19
               TRADITIONAL ORTHOGRAPHIC REPRESENTATION.  THERE SHOULD BE     01169 20
               NO INTERFERENCE FROM THE ORTHOGRAPHY IN HIS TRANSCRIPTION.    01169 21
*PREREQUISITE  PREVIOUS MODULES:  1155-66.                                   01169 22
*EXPERIENCE    PROVIDE A PHONOLOGICAL TRANSCRIPTION OF SEVERAL SELECTIONS    01169 11
               OF TEXT MATERIAL FROM SPELLING BOOKS DESIGNED FOR USE IN      01169 12
               GRADES 5-8.  THE TRANSCRIPTION SHOULD BE BASED ON THE         01169 13
               STUDENTSS OWN, NON-CITATION PRONUNCIATION OF THE MATERIAL.    01169 14
               THE MATERIAL IS DESIGNED TO INDICATE THE RELEVANCE OF A       01169 15
               KNOWLEDGE OF ENGLISH PHONOLOGY FOR THE TEACHER OF GRADES      01169 16
               5-8.                                                          01169 17
*SETTING       INDEPENDENT  COLLEGE                                          01169 10
*MATERIALS     APPROPRIATE SELECTIONS FROM SPELLING BOOKS FOR GRADES 5-8.    01169  5
*LEVEL         GRADES 5-8                                                    01169  8
*GENERAL       ALL CANDIDATES                                                01169  7
*MODES         2                                                             01169  6
*EVALUATION    THE EVALUATION WILL BE THE STUDENTSS SUCCESS IN ACCURATELY    01169 23
               TRANSCRIBING THE MATERIAL DESCRIBED IN THIS EXPERIENCE AND    01169 24
               HIS DISCUSSION OF THE PHONOLOGY-ORTHOGRAPHY RELATIONSHIP      01169 25
               IN MODULE 1171.                                               01169 26
*FILE          PHONOLOGY  SPELLING  ORTHOGRAPHY                              01169  9
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*OBJECTIVES    THE STUDENT SHOULD BE ABLE TO RECOGNIZE COMMON PROBLEMS       01170 22
               WHICH YOUNG CHILDREN HAVE IN THE ACQUISITION OF ENGLISH       01170 23
               PHONOLOGY.  HE SHOULD BE ABLE TO LIST SUCH PROBLEMS AND       01170 24
               IDENTIFY THE APPROXIMATE AGE AT WHICH CHILDREN SUCCEED IN     01170 25
               ACQUIRING DIFFERENT CONTRASTS.                                01170 26
*PREREQUISITE  PREVIOUS MODULE 1167.                                         01170 27
*EXPERIENCE    FOLLOWING A PRESENTATION BY THE INSTRUCTOR OF THE STAGES      01170 11
               IN WHICH A CHILD ACQUIRES THE ENGLISH PHONOLOGICAL SYSTEM     01170 12
               FROM INFANCY THROUGH AGE 5, DISCUSS THE PRODUCTION            01170 13
               PROBLEMS REVEALED BY THE TAPE RECORDING USED IN MODULE        01170 14
               1167.  ANALYZE AND ILLUSTRATE THE DISTINCTION BETWEEN         01170 15
               LINGUISTIC COMPETENCE AND LINGUISTIC PERFORMANCE AS IT IS      01170 16
               DIRECTLY REFLECTED BY THE FACT THAT A CHILD MAY RECOGNIZE      01170 17
               A DISTINCTION AND BE UNABLE TO ARTICULATE ONE OF THE          01170 18
               PHONES INVOLVED, E.G. THE CHILD WHO SAYS [WING] FOR BOTH      01170 19
               [WING] AND [RING] BUT REJECTS AN ADULT IMITATION OF HIS       01170 20
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|---|---|---|---|
| | SPEECH FORM [WING] FOR [KING]. | 01170 | 21 |
| •SETTING | SMALL GROUP ≥1-12 STUDENTS, COLLEGE | 01170 | 10 |
| •MATERIALS | POSSIBLE SOURCE MATERIAL: THE ARTICLES ON THE ACQUISITION | 01170 | 5 |
| | OF PHONOLOGY IN 21, JULIA A. SAMLESKI, [A SELECTIVE | 01170 | |
| | ANNOTATED BIBLIOGRAPHY ON CHILD LANGUAGE,[ THE LINGUISTIC | 01170 | |
| | REPORTER 7:2.4-6219550, AND >2, FRANK SMITH AND GEORGE A. | 01170 | |
| | MILLER, EDITORS, THE GENESIS OF LANGUAGE, CAMBRIDGE, | 01170 | |
| | MASS.: THE M.I.T. PRESS, 1966. | 01170 | |
| •LEVEL | PRE-SCH.-K | 01170 | 8 |
| •GENERAL | BLANK | 01170 | 7 |
| •HOURS | 1 | 01170 | 6 |
| •EVALUATION | LIST THE MAJOR STAGES IN THE ACQUISITION OF PHONOLOGY BY | 01170 | 28 |
| | CHILDREN FROM INFANCY THROUGH AGE 5. | 01170 | 29 |
| •FILE | PHONOLOGY CHILD LANGUAGE LINGUISTIC COMPETENCE | 01170 | 9 |
| | LINGUISTIC PERFORMANCE | 01170 | |

| | | | |
|---|---|---|---|
| •OBJECTIVES | THE STUDENT SHOULD BE ABLE TO LIST POINTS OF DIFFICULTY IN | 01171 | 19 |
| | THE TEACHING OF READING AND SPELLING DUE TO LACK OF | 01171 | 20 |
| | CORRELATION BETWEEN ORTHOGRAPHY AND PHONOLOGY. HE SHOULD | 01171 | 21 |
| | ALSO BE AWARE OF PROBLEMS IN THESE AREAS CAUSED BY DIALECT | 01171 | 22 |
| | VARIATIONS. | 01171 | 23 |
| •PRE-EQUISITE | PREVIOUS MODULE: 1150 OR 1169. | 01171 | 24 |
| •EXPERIENCE | SYSTEMATICALLY ANALYZE THE ORTHOGRAPHIC REPRESENTATION OF | 01171 | 11 |
| | THE PHONOLOGICAL SYSTEM OF ENGLISH. THE INSTRUCTOR WILL | 01171 | 12 |
| | CITE FACTS FROM THE HISTORY OF ENGLISH TO EXPLAIN LACK OF | 01171 | 13 |
| | CORRELATION WHEN THIS IS APPROPRIATE. GIVEN SOME FEATURES | 01171 | 14 |
| | OF DIALECT VARIATION IN PHONOLOGY, CONSIDER THE PROBLEMS | 01171 | 15 |
| | WHICH SPEAKERS OF SUCH DIALECTS WOULD HAVE IN LEARNING TO | 01171 | 16 |
| | MANIPULATE THE ORTHOGRAPHIC SYSTEM IN READING AND | 01171 | 17 |
| | SPELLING. | 01171 | 18 |
| •SETTING | SMALL GROUP ≥1-12 STUDENTS, COLLEGE | 01171 | 10 |
| •MATERIALS | SOURCE MATERIAL: ROBERT A. HALL, JR., SOUND AND SPELLING | 01171 | 5 |
| | IN ENGLISH, PHILADELPHIA: CHILTON, 1961. | 01171 | |
| •LEVEL | GRADES 1-4 GRADES 5-8 | 01171 | 8 |
| •GENERAL | ALL CANDIDATES | 01171 | 7 |
| •HOURS | 1 | 01171 | 6 |
| •EVALUATION | FOR A LIST OF ENGLISH PHONEMES OR PHONEME SEQUENCES, | 01171 | 25 |
| | PROVIDE THE POSSIBLE ORTHOGRAPHIC REPRESENTATIONS OF EACH | 01171 | 26 |
| | ITEM. | 01171 | 27 |
| •FILE | PHONOLOGY DIALECTS SPELLING ORTHOGRAPHY READING | 01171 | 9 |
| | HISTORY OF ENGLISH | 01171 | |

## OVERVIEW OF MODULES

### 1172-1182

In this section of the Linguistics Component, students examine various aspects of the word as a unit of language. In addition to an introduction to the fundamental notions of morphological analysis, areas of emphasis include the phonological rules of English necessary for generating phonetic representations of a sampling of English morphemes, lexical borrowing and change, approaches to the determination of word classes (parts of speech), and the incorporation of such information in dictionaries. The experiences described are designed both to acquaint the student with facts about the morphological system of English and to increase his awareness of the distinction between facts and subjective opinions regarding change and productivity as these relate to the lexicon of English.

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*OBJECTIVES    STUDENTS SHOULD BE AWARE OF THE EXISTENCE IN LANGUAGE OF   01172 16
               MEANINGFUL UNITS SMALLER THAN WORDS.  THEY SHOULD BE ABLE 01172 17
               TO LIST THE BASIC TYPES OF MORPHEMES AND TO PROVIDE       01172 18
               EXAMPLES OF EACH TYPE IN ENGLISH.                         01172 19
*PREREQUISITE  PREVIOUS MODULE: 1147.                                    01172 20
*EXPERIENCE    READ PP. 69-80 IN LANGUAGE AND ITS STRUCTURE BY LANGACKER 01172 11
               IN PREPARATION FOR THE LECTURE IN MODULE 1173 AND THE     01172 12
               DISCUSSION SESSION OF MODULE 1175.  PAY PARTICULAR        01172 13
               ATTENTION TO THE DIFFERENT TYPES OF MORPHEMES DISCUSSED   01172 14
               AND LIST ADDITIONAL EXAMPLES OF EACH TYPE.                01172 15
*SETTING       INDEPENDENT  COLLEGE                                      01172 10
*MATERIALS     BLANK                                                     01172  5
*LEVEL         ALL GRADES                                                01172  8
*GENERAL       GENERALIST  SPECIALIST                                    01172  7
*HOURS         1                                                         01172  6
*EVALUATION    LIST THE BASIC TYPES OF MORPHEMES AND PROVIDE SEVERAL     01172 21
               EXAMPLES OF EACH TYPE.                                    01172 22

*FILE          MORPHOLOGY  WORDS  LANGACKER                              01172  9
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*OBJECTIVES    STUDENTS SHOULD BE PREPARED TO ANALYZE MORPHEMES AND THEIR 01173 21
               PHONETIC REPRESENTATIONS IN ENGLISH.                      01173 22
*PREREQUISITE  PREVIOUS MODULE: 1172.                                    01173 23
*EXPERIENCE    LISTEN TO A LECTURE IN WHICH THE INSTRUCTOR DISCUSSES     01173 11
               MORPHEMES AND TYPES OF MORPHEMES IN GREATER DETAIL THAN   01173 12
               THAT PRESENTED IN THE TEXT.  NOTICE THAT A SINGLE MORPHEME01173 13
               MAY HAVE MORE THAN ONE PHONETIC REPRESENTATION AND OBSERVE01173 14
               THE PRINCIPLES ACCORDING TO WHICH THE LINGUIST ASSIGNS    01173 15
               PHONETIC STRINGS TO MORPHEMES, I.E. NOTE THE CLOSE        01173 16
               RELATIONSHIP BETWEEN MORPHOLOGY, PHONOLOGY, AND SEMANTICS.01173 17
               RECALL THAT THE PRODUCTIVE USE OF LINGUISTIC ELEMENTS AND 01173 18
               CONTINUAL CHANGE IN LANGUAGE ARE NORMAL AND CONSIDER THE  01173 19
               CONSEQUENCES OF THIS FOR A MORPHOLOGICAL SYSTEM.          01173 20
               LARGE GROUP  COLLEGE                                      01173 10
*MATERIALS     BLANK                                                     01173  5
*LEVEL         ALL GRADES                                                01173  8
*GENERAL       GENERALIST  SPECIALIST                                    01173  7
*HOURS         1                                                         01173  6
*EVALUATION    THE STUDENTSS PERFORMANCE IN THE EXPERIENCES DESCRIBED IN 01173 24
               MODULES 1175 AND 1176 MAY SERVE AS AN EVALUATION OF HIS   01173 25
               ACHIEVEMENT OF THE OBJECTIVES OF THIS MODULE.             01173 26
*FILE          MORPHOLOGY  PHONOLOGY  SEMANTICS  LANGUAGE CHANGE         01173  9
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*OBJECTIVES    STUDENTS SHOULD BE PREPARED TO PARTICIPATE ACTIVELY IN THE 01174 15
               EXPERIENCE DESCRIBED IN MODULE 1175.                      01174 16
*PREREQUISITE  PREVIOUS MODULES: 1172 AND 1173.                          01174 17
*EXPERIENCE    READ PP. 81-6 AND PP. 167-70 IN LANGUAGE AND ITS STRUCTURE01174 11
               BY LANGACKER AS A SUPPLEMENT TO THE LECTURE OF MODULE 35  01174 12
               AND IN PREPARATION FOR THE EXPERIENCES DESCRIBED IN       01174 13
               MODULES 1175 AND 1176.                                    01174 14
*SETTING       INDEPENDENT  COLLEGE                                      01174 10
*MATERIALS     BLANK                                                     01174  5
*LEVEL         ALL GRADES                                                01174  8
*GENERAL       GENERALIST  SPECIALIST                                    01174  7
*HOURS         3/4                                                       01174  6
*EVALUATION    THE STUDENTSS PERFORMANCE IN THE EXPERIENCES DESCRIBED IN 01174 18
               MODULES 1175 AND 1176 MAY SERVE AS AN INDICATION OF HIS   01174 19
               ACHIEVEMENT OF THE OBJECTIVES OF THIS MODULE.             01174 20
*FILE          MORPHOLOGY  PHONOLOGY  LANGACKER                          01174  9
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|---|---|---|---|
| *OBJECTIVES | STUDENTS SHOULD BE ABLE TO LIST THE RELEVANT FACTORS | 01175 | 19 |
| | INVOLVED IN MORPHOLOGICAL ANALYSIS AND THEY SHOULD BE ABLE | 01175 | 20 |
| | TO PROVIDE THE PHONOLOGICAL RULES NECESSARY TO GENERATE | 01175 | 21 |
| | THE PHONETIC REPRESENTATIONS OF THE MORPHEMES ANALYZED BY | 01175 | 22 |
| | THE GROUP IN THIS EXPERIENCE. | 01175 | 23 |
| *PREREQUISITE | PREVIOUS MODULES: 1172-1174. | 01175 | 24 |
| *EXPERIENCE | VIEW A DEMONSTRATION OF THE PROCEDURES AND PRINCIPLES | 01175 | 11 |
| | INVOLVED IN ANALYZING AND DESCRIBING MORPHEMES AND THEIR | 01175 | 12 |
| | PHONETIC MANIFESTATIONS. DETERMINE THE VARIOUS | 01175 | 13 |
| | REPRESENTATIONS OF SEVERAL ENGLISH MORPHEMES, E.G. | 01175 | 14 |
| | ZPLURAL+, ZPAST+, AND DISCUSS WITH THE INSTRUCTOR THE | 01175 | 15 |
| | PHONOLOGICAL RULES WHICH MUST OCCUR IN THE GRAMMAR OF | 01175 | 16 |
| | ENGLISH IN ORDER TO GENERATE THE APPROPRIATE PHONETIC | 01175 | 17 |
| | REPRESENTATIONS+ OF EACH OF THE MORPHEMES ANALYZED. | 01175 | 18 |
| *SIZE | SMALL GROUP 21-1+ STUDENTS+ COLLEGE | 01175 | 10 |
| *MATERIALS | BLANK | 01175 | 5 |
| *LEVEL | ALL GRADES | 01175 | 8 |
| *GENERAL | GENERALIST SPECIALIST | 01175 | 7 |
| *GOALS | 1 1/2 | 01175 | 6 |
| *EVALUATION | COMPLETE CORRECTLY THE INDEPENDENT EXPERIENCE DESCRIBED IN | 01175 | 25 |
| | MODULE 1176. | 01175 | 26 |
| *FILE | MORPHOLOGY PHONOLOGY | 01175 | 9 |

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|---|---|---|---|
| *OBJECTIVES | THIS EXPERIENCE IS DESIGNED TO LEAD STUDENTS TO A GREATER | 01176 | 17 |
| | AWARENESS OF THE MORPHOLOGICAL SYSTEM OF ENGLISH AND TO | 01176 | 18 |
| | DEVELOP THEIR ABILITY TO RECOGNIZE THE MORPHEMES WHICH | 01176 | 19 |
| | THEY HEAR AND USE EVERY DAY. | 01176 | 20 |
| *PREREQUISITE | PREVIOUS MODULE: 1175. | 01176 | 21 |
| *EXPERIENCE | GIVEN A PREPARED LIST OF ENGLISH WORDS, DETERMINE THE | 01176 | 11 |
| | MORPHEMES REPRESENTED, AND FOR EACH MORPHEME LIST ALL OF | 01176 | 12 |
| | ITS PHONETIC REPRESENTATIONS. ATTEMPT TO STATE THE | 01176 | 13 |
| | APPROPRIATE PHONOLOGICAL RULES INVOLVED. BE CAREFUL TO | 01176 | 14 |
| | DISTINGUISH ACTUAL PRONUNCIATION FROM ORTHOGRAPHIC | 01176 | 15 |
| | REPRESENTATION IN ANALYZING THE DATA. | 01176 | 16 |
| *SETTING | INDEPENDENT COLLEGE | 01176 | 10 |
| *MATERIALS | A CORPUS, PRESENTED IN CONVENTIONAL ORTHOGRAPHY, | 01176 | 5 |
| | REPRESENTING A SAMPLE OF ENGLISH ROOT, INFLECTIONAL, AND | 01176 | |
| | DERIVATIONAL MORPHEMES. | 01176 | |
| *LEVEL | ALL GRADES | 01176 | 8 |
| *GENERAL | GENERALIST SPECIALIST | 01176 | 7 |
| *GOALS | 2 | 01176 | 6 |
| *EVALUATION | PARTICIPATE IN A SIMILAR EXPERIENCE INVOLVING OTHER | 01176 | 22 |
| | ENGLISH MORPHEMES. | 01176 | 23 |
| *FILE | MORPHOLOGY PHONOLOGY | 01176 | 9 |

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|---|---|---|---|
| *OBJECTIVES | STUDENTS SHOULD BE ABLE TO RECOGNIZE THE NORMAL LEVELS OF | 01177 | 15 |
| | ACCOMPLISHMENT IN THE ACQUISITION OF ENGLISH MORPHOLOGY | 01177 | 16 |
| | AND PHONOLOGICAL RULES BY PRE-SCHOOL AND FIRST GRADE | 01177 | 17 |
| | CHILDREN. | 01177 | 18 |
| *PREREQUISITE | PREVIOUS MODULES: 1175 AND 1176. | 01177 | 19 |
| *EXPERIENCE | READ "THE CHILD'S LEARNING OF ENGLISH MORPHOLOGY" BY JEAN | 01177 | 11 |
| | BERKO IN WORD 14.150-177(1958). ALSO AVAILABLE IN | 01177 | 12 |
| | PSYCHOLINGUISTICS: A BOOK OF READINGS, EDITED BY SOL | 01177 | 13 |
| | SAPORTA. NEW YORK: HOLT, RINEHART AND WINSTON, 1961.* | 01177 | 14 |
| *SETTING | INDEPENDENT COLLEGE | 01177 | 10 |
| *MATERIALS | BLANK | 01177 | 5 |
| *LEVEL | ALL GRADES | 01177 | 8 |
| *GENERAL | GENERALIST SPECIALIST | 01177 | 7 |
| *GOALS | 1 1/2 | 01177 | 6 |
| *EVALUATION | SUMMARIZE THE PHONOLOGICAL RULES, NECESSARY FOR THE | 01177 | 20 |
| | GENERATION OF THE PHONETIC REPRESENTATIONS OF THE | 01177 | 21 |
| | MORPHEMES DISCUSSED IN THE ARTICLE, WHICH HAVE NORMALLY | 01177 | 22 |
| | BEEN ACQUIRED BY CHILDREN IN THE FIRST GRADE. | 01177 | 24 |
| *FILE | MORPHOLOGY PHONOLOGY CHILD LANGUAGE READING | 01177 | 9 |

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*OBJECTIVES    THE STUDENT SHOULD BE ABLE TO LIST A REPRESENTATIVE NUMBER  01176 19
               OF ASPECTS BY MEANS OF WHICH HISTORICAL CHANGES IN THE      01176 20
               MORPHOLOGICAL SYSTEM OF ENGLISH HAVE RESULTED IN THE       01176 21
               SYSTEM OF CONTEMPORARY ENGLISH.                            01176 22
*PREREQUISITE  PREVIOUS MODULES: 1173, 1175, AND 1176.                    01176 23
*EXPERIENCE    LISTEN TO A LECTURE IN WHICH THE INSTRUCTOR DISCUSSES      01176 11
               ASPECTS OF THE HISTORICAL DEVELOPMENT OF THE ENGLISH       01176 12
               LANGUAGE AS THIS RELATES TO THE MORPHOLOGICAL SYSTEM OF    01176 13
               MODERN ENGLISH.  NOTE ESPECIALLY THAT A DECREASE IN        01176 14
               INFLECTION HAS RESULTED IN AN INCREASED SIGNIFICANCE FOR   01176 15
               WORD ORDER AND THAT IRREGULAR (OR APPARENTLY IRREGULAR)    01176 16
               PHONETIC REPRESENTATIONS OF SOME MORPHEMES ARE DUE TO      01176 17
               LANGUAGE CHANGE.                                           01176 18
*SETTING       LARGE GROUP  COLLEGE                                       01176 10
*MATERIALS     BLANK                                                      01176  5
*LEVEL         ALL GRADES                                                 01176  8
*GENERAL       GENERALIST  SPECIALIST                                     01176  7
*HOURS         1                                                          01176  6
*EVALUATION    GIVEN A DESCRIPTION OF SOME IRREGULARITIES IN MODERN       01176 24
               ENGLISH MORPHOLOGY, PROVIDE AN EXPLANATION FOR EACH BASED  01176 25
               ON CHANGES WHICH HAVE TAKEN PLACE IN THE HISTORY OF THE    01176 26
               LANGUAGE.                                                  01176 27
*FILE          MORPHOLOGY  LANGUAGE CHANGE  HISTORY OF ENGLISH            01176  9
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*OBJECTIVES    THIS EXPERIENCE SHOULD SUPPLEMENT THE MATERIAL OF MODULE   01179 19
               1176.  THE STUDENT SHOULD RECOGNIZE THAT WHILE LANGUAGE    01179 20
               CHANGES CONTINUALLY, LEXICAL CHANGE IS MORE RAPID THAN     01179 21
               GRAMMATICAL CHANGE.  THE STUDENT SHOULD ALSO RESPOND TO    01179 22
               EXAMPLES OF LANGUAGE CHANGE OBJECTIVELY.                   01179 23
*PREREQUISITE  PREVIOUS MODULE: 1178.                                     01179 24
*EXPERIENCE    READ PP. 175-85 IN LANGUAGE AND ITS STRUCTURE BY LANGACKER 01179 11
               AND CHAPTER VII: "LANGUAGE AS A HISTORICAL PRODUCT: DRIFT" 01179 12
               IN LANGUAGE BY EDWARD SAPIR (NEW YORK: HARCOURT, BRACE,    01179 13
               1921+).  WRITE A BRIEF DISCUSSION OF THE LATTER WORK,      01179 14
               CONSIDERING THE EXAMPLES FROM ENGLISH WHICH SAPIR OFFERS   01179 15
               AND CONTRASTING THE USAGE OF FORMS LIKE (-HOOM) AT THE TIME01179 16
               THIS WORK WAS WRITTEN AND TODAY, ALMOST HALF A CENTURY     01179 17
               LATER.                                                     01179 18
*SETTING       INDEPENDENT  COLLEGE                                       01179 10
*MATERIALS     BLANK                                                      01179  5
*LEVEL         ALL GRADES                                                 01179  8
*GENERAL       GENERALIST  SPECIALIST                                     01179  7
*HOURS         2                                                          01179  6
*EVALUATION    GIVEN A LIST OF RECENTLY DEVELOPED LEXICAL ITEMS IN        01179 25
               CONTEMPORARY ENGLISH, E.G. (FINALIZE), AND OF GRAMMATICAL  01179 26
               PATTERNS WHICH ARE USED FREQUENTLY BUT OFTEN CONSIDERED TO 01179 27
               BE (BAD) ENGLISH, DISCUSS THESE ITEMS FROM THE POINT OF    01179 28
               VIEW OF LANGUAGE CHANGE.                                   01179 29
*FILE          LANGUAGE CHANGE  LANGACKER  SAPIR                          01179  9
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*OBJECTIVES    THE STUDENT SHOULD BE ABLE TO IDENTIFY A NUMBER OF         01180 23
               APPROACHES TO THE DETERMINATION OF WORD CLASSES AND TO     01180 24
               RECOGNIZE THE INADEQUACIES OF THE APPROACHES MOST COMMONLY  01180 25
               PRESENTED IN SCHOOL TEXTS.                                 01180 26
*PREREQUISITE  PREVIOUS MODULES: 1172-1176.                               01180 27
*EXPERIENCE    LISTEN TO A LECTURE ON THE DIFFERENT APPROACHES TO THE      01180 11
               DETERMINATION OF PARTS OF SPEECH, I.E. TRADITIONAL         01180 12
               SEMANTIC DEFINITIONS, THE TRAGER-SMITH CRITERION OF SUFFIX  01180 13
               SETS, THE FRIES TESTING FRAME APPROACH, AND THE            01180 14
               TRANSFORMATIONALIST APPROACH.  ANALYZE THE ADEQUACY OF     01180 15
               EACH APPROACH FOR ENGLISH.  CONSIDER THE MATTER OF PARTS   01180 16
               OF SPEECH AS ONE ASPECT OF LINGUISTIC COMPETENCE AND NOTE   01180 17
               THAT A GRAMMAR MUST ACCOUNT FOR THIS INTUITIVE KNOWLEDGE.  01180 18
               CONSIDER ALSO EXAMPLES OF PRODUCTIVE AND SEMI-PRODUCTIVE   01180 19
               DERIVATIONAL MORPHOLOGY WHICH ILLUSTRATE NOMINALIZATIONS   01180 20
               (E.G. (TO CONSTRUCT)-(THE CONSTRUCTING)-(THE CONSTRUCTION) 01180 21
               ).                                                         01180 22
*SETTING       SMALL GROUP (1-12 STUDENTS)  COLLEGE                       01180 10
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|---|---|---|---|
| *MATERIALS | SOURCE MATERIALS: CHARLES C. FRIES. THE STRUCTURE OF ENGLISH. NEW YORK: HARCOURT, BRACE, 1952. ESPECIALLY CH. V: [PARTS OF SPEECH], PP. 65-86. GEORGE L. TRAGER AND HENRY LEE SMITH. AN OUTLINE OF ENGLISH STRUCTURE. NORMAN, OKLAHOMA: BATTENBURG PRESS, 1951. ESPECIALLY PP. 60-3. ROBERT B. LEES. [A MULTIPLY AMBIGUOUS ADJECTIVAL CONSTRUCTION IN ENGLISH.] LANGUAGE 36:2,207-21?1960+. ESPECIALLY PP. 207-1?. | 01180 | 5 |
| *LEVEL | ALL GRADES | 01180 | 8 |
| *GENERAL | GENERALIST SPECIALIST | 01180 | 7 |
| *HOURS | 1 1/2 | 01180 | 6 |
| *EVALUATION | WRITE A PAPER DESCRIBING SEVERAL APPROACHES TO THE DETERMINATION OF WORD CLASSES AND DISCUSS THE DIFFICULTIES IN USING EACH APPROACH IN ELEMENTARY SCHOOL CLASSES ON ENGLISH. | 01180 | 28 |
| *FILE | MORPHOLOGY PARTS OF SPEECH LINGUISTIC COMPETENCE | 01180 | 9 |

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|---|---|---|---|
| *OBJECTIVES | THE STUDENT SHOULD BE ABLE TO DEMONSTRATE IN HIS PAPER THE ACHIEVEMENT OF THE OBJECTIVES OF ALL PREVIOUS MODULES, I.E. THE ABILITY TO DISTINGUISH OBJECTIVE FROM SUBJECTIVE VIEWS ABOUT LANGUAGE, RECOGNITION OF LINGUISTIC CHANGE AS NORMAL AND UNPREVENTABLE, THE PRODUCTIVE NATURE OF LANGUAGE, ETC. | 01181 | 23 |
| *PREREQUISITE | ALL PREVIOUS MODULES. | 01181 | 29 |
| *EXPERIENCE | READ THE [PREFACE] AND THE [EXPLANATORY NOTES] IN WEBSTER'S THIRD NEW INTERNATIONAL DICTIONARY OF THE ENGLISH LANGUAGE >SPRINGFIELD, MASSACHUSETTS: G. & C. MERRIAM COMPANY, 1961+. FROM PART TWO OF DICTIONARIES AND [NAL DICTIONARY BY JAMES SLEDD AND WILMA R. EBBITT ?CHICAGO: SCOTT, FORESMAN AND COMPANY, 1962+, SELECT THREE REVIEWS OF THE DICTIONARY AND WRITE A PAPER IN WHICH YOU ANALYZE THE REVIEWS IN TERMS OF OBJECTIVE VS. SUBJECTIVE VIEWS OF LANGUAGE, UNDERSTANDING OF THE PURPOSES OF THE DICTIONARY AS EXPLAINED IN ITS [PREFACE] AND [EXPLANATORY NOTES]+, AND BASIC LINGUISTIC CONCEPTS SUCH AS LANGUAGE CHANGE. | 01181 | 11 |
| *SETTING | INDEPENDENT COLLEGE | 01181 | 10 |
| *MATERIALS | BLANK | 01181 | 5 |
| *LEVEL | ALL GRADES | 01181 | 8 |
| *GENERAL | GENERALIST SPECIALIST | 01181 | 7 |
| *HOURS | 6 | 01181 | 6 |
| *EVALUATION | THE STUDENTS' LEVEL OF PERFORMANCE AS DEMONSTRATED IN HIS PAPER AND IN THE DISCUSSION SESSION DESCRIBED IN MODULE 1182 CAN SERVE AS AN EVALUATION. | 01181 | 30 |
| *FILE | WORDS LANGUAGE CHANGE DICTIONARIES | 01181 | 9 |

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|---|---|---|---|
| *OBJECTIVES | THIS EXPERIENCE IS DESIGNED TO PROVIDE THE STUDENT WITH AN ADDITIONAL OPPORTUNITY TO ATTAIN THE OBJECTIVES OF MODULE 1181 AND TO GAIN WIDER ACQUAINTANCE WITH THE COMMON MISCONCEPTIONS ABOUT LANGUAGE AS EXPRESSED IN THE PUBLIC PRESS. | 01182 | 17 |
| *PREREQUISITE | PREVIOUS MODULE: 1181. | 01182 | 22 |
| *EXPERIENCE | DISCUSS AND CONTRAST THE REVIEWS OF WEBSTER'S THIRD NEW INTERNATIONAL DICTIONARY OF THE ENGLISH LANGUAGE, UTILIZING THE KNOWLEDGE YOU HAVE ACQUIRED ABOUT LANGUAGE IN PREVIOUS MODULES. NOTE ESPECIALLY THE WIDESPREAD CONCERN EXPRESSED BY THE REVIEWERS ABOUT CHANGES IN USAGE AND ACCEPTABILITY OF LEXICAL ITEMS AND PRONUNCIATIONS. | 01182 | 11 |
| *SETTING | SMALL GROUP 21-12 STUDENTS? COLLEGE | 01182 | 10 |
| *MATERIALS | BLANK | 01182 | 5 |
| *LEVEL | ALL GRADES | 01182 | 8 |
| *GENERAL | GENERALIST SPECIALIST | 01182 | 7 |
| *HOURS | 1 | 01182 | 6 |
| *EVALUATION | BE ABLE TO IDENTIFY WITH 80% ACCURACY COMMON MISCONCEPTIONS ABOUT LANGUAGE. | 01182 | 23 |
| *FILE | WORDS DICTIONARIES LANGUAGE CHANGE | 01182 | 9 |

## OVERVIEW OF MODULES

### 1183-1192

In this section of the Linguistics Component, students examine the fundamental concepts of syntax and are exposed to the basic differences between the structural and the transformational approaches. In investigating the latter, some of the more generally applicable syntactic rules of English are discussed and the student is then given the opportunity to apply the material on surface and underlying structures to a representative sample of English sentences. All students read supplementary material on the child's acquisition of syntax and the use of transformationally oriented texts in the elementary school, and discussion sessions are then held for students concerned with Pre-School through Grade 4 for the former material and for students concerned primarily with Grades 5-8 for the latter. It should be noted here that the material presented in this section is not adequate preparation for a teacher who will use transformationally oriented English texts in the elementary school. Such a teacher, whether generalist or a specialist in language, must be provided with additional work on the grammar of English at some later time in his program.

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*OBJECTIVES    THE STUDENT SHOULD RECOGNIZE SOME OF THE BASIC DIFFERENCES01183 24
               BETWEEN THE GOALS AND DATA OF TRANSFORMATIONAL AND        01183 25
               STRUCTURAL LINGUISTS IN REGARD TO THE STUDY OF SYNTAX.  HE01183 26
               SHOULD ALSO BE ABLE TO PROVIDE THE TREE STRUCTURE FOR A   01183 27
               NUMBER OF ENGLISH SENTENCES.                              01183 28
*PREREQUISITE  PREVIOUS MODULES: 1146 AND 1147.                          01183 29
*EXPERIENCE    LISTEN TO AN INTRODUCTORY LECTURE ON SYNTAX IN WHICH THE  01183 11
               INSTRUCTOR DISCUSSES SYNTAX AS A SYSTEM OF RULES FOR THE  01183 12
               GENERATION OF THE INFINITE NUMBER OF GRAMMATICAL SENTENCES01183 13
               OF A LANGUAGE.  OBSERVE THE DISTINCTION WHICH IS MADE     01183 14
               BETWEEN GRAMMATICALITY AND ACCEPTABILITY AND RELATE THIS  01183 15
               TO THE CONCEPTS OF LINGUISTIC COMPETENCE AND LINGUISTIC   01183 16
               PERFORMANCE INTRODUCED IN MODULE 1146.  CONSIDER THE TYPES01183 17
               OF SYNTACTIC INFORMATION REPRESENTED IN THE SURFACE       01183 18
               STRUCTURE OF A SENTENCE (I.E. MORPHEMES, ORDER, AND       01183 19
               CONSTITUENT STRUCTURE), AND NOTE THE DIFFERENCE IN THE    01183 20
               APPROACHES TO SYNTAX OF STRUCTURAL LINGUISTS AND          01183 21
               TRANSFORMATIONAL LINGUISTS REGARDING THE ADEQUACY OF      01183 22
               SURFACE STRUCTURE ALONE FOR THE ANALYSIS OF SYNTAX.       01183 23
*SETTING       LARGE GROUP  COLLEGE                                      01183 10
*MATERIALS     BLANK                                                     01183  5
*LEVEL         ALL GRADES                                                01183  8
*GENERAL       GENERALIST  SPECIALIST                                    01183  7
*HOURS         1                                                         01183  6
*EVALUATION    COMPLETE THE EXERCISE ON SURFACE STRUCTURE DESCRIBED IN   01183 30
               MODULE 1184.                                              01183 31
*FILE          GRAMMAR  SYNTAX  ACCEPTABILITY  GRAMMATICALITY  STRUCTURAL01183  9
               LINGUISTICS  TRANSFORMATIONAL LINGUISTICS  LINGUISTIC     01183
               COMPETENCE  LINGUISTIC PERFORMANCE  SURFACE STRUCTURE     01183
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*OBJECTIVES    THE STUDENT SHOULD BE ABLE TO PROVIDE THE FORMAL TREE     01184 20
               STRUCTURE REPRESENTATIONS OF A NUMBER OF ENGLISH          01184 21
               SENTENCES.                                                01184 22
*PREREQUISITE  PREVIOUS MODULE: 1183.                                    01184 23
*EXPERIENCE    READ PP. 84-113 IN LANGUAGE AND ITS STRUCTURE BY          01184 11
               LANGACKER, PAYING PARTICULAR ATTENTION TO THE EXAMPLES AND01184 12
               ILLUSTRATIONS OF THE TREES WHICH REPRESENT SURFACE        01184 13
               STRUCTURES.  GIVEN A LIST OF ENGLISH SENTENCES, PROVIDE A 01184 14
               LABELLED TREE REPRESENTING THE SURFACE STRUCTURE OF EACH,  01184 15
               PARALLEL TO THOSE GIVEN IN THE READING.  KEEP A LIST OF   01184 16
               ANY QUESTIONS WHICH ARISE CONCERNING SUCH REPRESENTATIONS  01184 17
               AND RAISE THESE QUESTIONS IN THE DISCUSSION SESSION        01184 18
               DESCRIBED IN MODULE 1185.                                 01184 19
*SETTING       INDEPENDENT  COLLEGE                                      01184 10
*MATERIALS     BLANK                                                     01184  5
*LEVEL         ALL GRADES                                                01184  8
*GENERAL       GENERALIST  SPECIALIST                                    01184  7
*HOURS         4                                                         01184  6
*EVALUATION    PARTICIPATE ACTIVELY IN THE EXPERIENCE DESCRIBED IN MODULE01184 24
               1185.                                                     01184 25
*FILE          SYNTAX  SURFACE STRUCTURE  LANGACKER                      01184  9
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| *OBJECTIVES | THE STUDENT SHOULD BE ABLE TO PRESENT THE FORMAL REPRESENTATION OF THE SURFACE STRUCTURE OF A VARIETY OF ENGLISH SENTENCES. | 01185 20<br>01185 21<br>01185 22<br>01185 23 |
| *PREREQUISITE | PREVIOUS MODULES: 1183 AND 1184. | 01185 11 |
| *EXPERIENCE | EXAMINE A NUMBER OF ENGLISH SENTENCES TO DETERMINE THEIR SURFACE STRUCTURES IN A FORMAL WAY. PROVIDE A TREE STRUCTURE REPRESENTATION FOR EACH. DISCUSS THE SIMILARITIES AND DIFFERENCES IN REPRESENTATIONS OF PARAPHRASES AND OF RELATED SENTENCES. CONSIDER THE REPRESENTATION(S) OF AMBIGUOUS SENTENCES. NOTE THE SIMILARITIES BETWEEN THIS PART OF THE LINGUISTIC TREATMENT OF SYNTAX AND THE TRADITIONAL GRAMMARIANS' TREATMENT BY MEANS OF SENTENCE DIAGRAMMING (PARSING). | 01185 12<br>01185 13<br>01185 14<br>01185 15<br>01185 16<br>01185 17<br>01185 18<br>01185 19<br>01185 10 |
| *SETTING | SMALL GROUP (1-12 STUDENTS) COLLEGE | 01185 5 |
| *MATERIALS | BLANK | 01185 8 |
| *LEVEL | ALL GRADES | 01185 7 |
| *GENERAL | GENERALIST SPECIALIST | 01185 6 |
| *HOURS | 1 1/2 | 01185 24 |
| *EVALUATION | GIVEN ANOTHER LIST OF ENGLISH SENTENCES, PROVIDE THE TREES WHICH REPRESENT THEIR SURFACE STRUCTURES. | 01185 25 |
| *FILE | SYNTAX SURFACE STRUCTURE GRAMMAR, PRESCRIPTIVE GRAMMAR, UNIVERSAL GRAMMAR, DESCRIPTIVE | 01185 9<br>01185 |

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| *OBJECTIVES | THE STUDENT SHOULD BE AWARE OF THE ABSTRACT, AND GENERALLY COMPLEX, LEVEL OF REPRESENTATION THAT UNDERLIES THE SURFACE STRUCTURES OF ALL SENTENCES IN A LANGUAGE. HE SHOULD BE ABLE TO DISCUSS THE CONSEQUENCES OF THIS FACT IN TERMS OF THE STRUCTURAL AND TRANSFORMATIONAL APPROACHES TO SYNTAX, AND HE SHOULD BE ABLE TO IDENTIFY SOME OF THE TRANSFORMATIONAL RULES NECESSARY FOR THE DERIVATION OF A NUMBER OF ENGLISH SENTENCES. | 01186 31<br>01186 32<br>01186 33<br>01186 34<br>01186 35<br>01186 36<br>01186 37<br>01186 38<br>01186 39 |
| *PREREQUISITE | PREVIOUS MODULES: 1183-1185. | 01186 11 |
| *EXPERIENCE | LISTEN TO A LECTURE IN WHICH THE INSTRUCTOR DISCUSSES THE INADEQUACIES OF A DESCRIPTION OF SURFACE STRUCTURE ALONE AS A COMPLETE ACCOUNT OF THE SYNTAX OF A LANGUAGE. EXAMPLES DEALING WITH AMBIGUOUS SENTENCES, PARAPHRASES, AND RELATED SENTENCES WILL BE USED. NOTE THE FACT THAT STRUCTURAL LINGUISTICS SOMETIMES FAILS TO ACCOUNT FOR SUCH PHENOMENA DUE TO ITS RESTRICTION TO SURFACE STRUCTURES. AS THE INSTRUCTOR PRESENTS SOME OF THE FORMAL TRANSFORMATIONAL RULES, OBSERVE THE DIFFERENT EFFECTS IN DERIVING SURFACE STRUCTURES FROM UNDERLYING STRUCTURES, I.E. ELIMINATION OF ELEMENTS, CHANGE IN THE FORM OF ELEMENTS, REARRANGEMENT OF ELEMENTS, AND ADDITION OF ELEMENTS. CONSIDER THE FACT THAT SYNTACTIC RULES ARE AN ATTEMPT TO PROVIDE AN EXPLICIT FORMAL REPRESENTATION OF THE SPEAKER'S LINGUISTIC COMPETENCE, AND NOTE THAT, BECAUSE OF THIS, STUDYING THE RULES OF ENGLISH WILL NOT ASSIST A STUDENT IN USING THE LANGUAGE, BUT RATHER IT WILL LEAD HIM TO A CONSCIOUS KNOWLEDGE OF WHAT HE ALREADY KNOWS, SUBCONSCIOUSLY, ABOUT HIS LANGUAGE, I.E. THE STUDENT WILL LEARN ABOUT HIMSELF. | 01186 12<br>01186 13<br>01186 14<br>01186 15<br>01186 16<br>01186 17<br>01186 18<br>01186 19<br>01186 20<br>01186 21<br>01186 22<br>01186 23<br>01186 24<br>01186 25<br>01186 26<br>01186 27<br>01186 28<br>01186 29<br>01186 30 |
| *SETTING | LARGE GROUP COLLEGE | 01186 10 |
| *MATERIALS | BLANK | 01186 5 |
| *LEVEL | ALL GRADES | 01186 8 |
| *GENERAL | GENERALIST SPECIALIST | 01186 7 |
| *HOURS | 2 | 01186 6 |
| *EVALUATION | COMPLETE THE EXPERIENCES DESCRIBED IN MODULES 1187 AND | 01186 40 |

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|---|---|---|
| | 1185. | 01186 41 |
| •FILE | SYNTAX SURFACE STRUCTURE UNDERLYING STRUCTURE | 01186 9 |
| | LINGUISTIC COMPETENCE GRAMMAR, DESCRIPTIVE | 01186 |

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| •OBJECTIVES | THE STUDENT SHOULD BE ABLE TO PROVIDE AN APPROPRIATE | 01187 18 |
| | UNDERLYING STRUCTURE AND A LIST OF THE MAJOR RULES | 01187 19 |
| | NECESSARY FOR THE GENERATION OF THE SURFACE STRUCTURE FOR | 01187 20 |
| | A VARIETY OF ENGLISH SENTENCES. | 01187 21 |
| •PRE-REQUISITE | PREVIOUS MODULES: 1185 AND 1186. | 01187 22 |
| •EXPERIENCE | READ PP. 113-4, IN LANGUAGE AND ITS STRUCTURE BY | 01187 11 |
| | LANGACKER, PAYING PARTICULAR ATTENTION TO THE SAMPLE | 01187 12 |
| | DERIVATIONS OF SURFACE STRUCTURES FROM DEEP STRUCTURES AND | 01187 13 |
| | TO THE RULES INVOLVED. GIVEN A SET OF ENGLISH SENTENCES, | 01187 14 |
| | SUGGEST AN UNDERLYING STRUCTURE FOR EACH AND LIST THE | 01187 15 |
| | RULES REQUIRED FOR THE GENERATION OF THE SURFACE | 01187 16 |
| | STRUCTURE. | 01187 17 |
| •SETTING | INDEPENDENT COLLEGE | 01187 10 |
| •MATERIALS | BLANK | 01187 5 |
| •LEVEL | ALL GRADES | 01187 8 |
| •GENERAL | GENERALIST SPECIALIST | 01187 7 |
| •HOURS | 4 | 01187 6 |
| •EVALUATION | PARTICIPATE ACTIVELY IN THE EXPERIENCE DESCRIBED IN MODULE | 01187 23 |
| | 1187. | 01187 24 |
| •FILE | SYNTAX UNDERLYING STRUCTURE LANGACKER | 01187 9 |

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| •OBJECTIVES | THE STUDENT SHOULD DEMONSTRATE THE ABILITY TO CORRECTLY | 01188 19 |
| | IDENTIFY THE MAIN SYNTACTIC RULES INVOLVED IN THE | 01188 20 |
| | MAIN SYNTACTIC RULES INVOLVED IN THE DERIVATION OF A | 01188 21 |
| | REPRESENTATIVE SAMPLE OF ENGLISH SENTENCES. | 01188 22 |
| •PRE-REQUISITE | PREVIOUS MODULES, 1186 AND 1187. | 01188 23 |
| •EXPERIENCE | ATTEMPT TO PROVIDE AN UNDERLYING REPRESENTATION FOR A | 01188 11 |
| | NUMBER OF ENGLISH SENTENCES. CONSIDER AND DISCUSS THE | 01188 12 |
| | SYNTACTIC RULES INVOLVED IN DERIVING THE SURFACE | 01188 13 |
| | STRUCTURES OF THESE SENTENCES, NOTING THE CHANGES WHICH | 01188 14 |
| | ARE MADE BY THE RULES IN EACH STEP OF THE DERIVATION. | 01188 15 |
| | INCLUDE AMONG THE SENTENCES CONSIDERED: AMBIGUOUS SENTENCES, | 01188 16 |
| | PARAPHRASES, AND RELATED SENTENCES. NOTE THE SIMILARITIES | 01188 17 |
| | AND DIFFERENCES IN THEIR DERIVATIONAL HISTORIES. | 01188 18 |
| •SETTING | SMALL GROUP 21-17 STUDENTS/ COLLEGE | 01188 10 |
| •MATERIALS | BLANK | 01188 5 |
| •LEVEL | ALL GRADES | 01188 8 |
| •GENERAL | GENERALIST SPECIALIST | 01188 7 |
| •HOURS | 1 1/2 | 01188 6 |
| •EVALUATION | GIVEN ANOTHER SET OF ENGLISH SENTENCES, LIST THE RULES | 01188 24 |
| | WHICH ARE NECESSARY TO PRODUCE THEIR SURFACE STRUCTURES | 01188 25 |
| | FROM THEIR RESPECTIVE UNDERLYING STRUCTURES. | 01188 26 |
| •FILE | SYNTAX UNDERLYING STRUCTURE | 01188 9 |

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| •OBJECTIVES | THE STUDENT SHOULD BE ABLE TO CITE AND CONTRAST THE MAIN | 01189 31 |
| | POINTS OF THE NATIVISTIC AND THE EMPIRICIST THEORIES OF | 01189 32 |
| | LANGUAGE ACQUISITION AS THESE ARE ILLUSTRATED IN THE | 01189 33 |
| | READING MATERIAL. HE SHOULD RECOGNIZE HOW MUCH REMAINS TO | 01189 34 |
| | BE DONE IN STUDYING LANGUAGE ACQUISITION AND BE SHOULD | 01189 35 |
| | ALSO BE AWARE OF THE INADEQUACY OF THEORIES BASED SOLELY | 01189 36 |
| | ON IMITATION AND REPETITION TO ACCOUNT FOR THIS COMPLEX | 01189 37 |
| | PHENOMENON. | 01189 38 |
| •PRE-REQUISITE | PREVIOUS MODULES: 1183-1188. | 01189 39 |
| •EXPERIENCE | READ PP. 233-4, IN LANGUAGE AND ITS STRUCTURE BY LANGACKER | 01189 11 |

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| | AND THE ARTICLE [HOW TO LEARN TO TALK: SOME SIMPLE WAYS] BY JERRY A. FODOR IN THE GENESIS OF LANGUAGE, FRANK SMITH AND GEORGE A. MILLER, EDITORS (CAMBRIDGE, MASSACHUSETTS: THE M.I.T. PRESS, 1966, PP. 105-22. IN ADDITION, SELECT ONE OF THE FOLLOWING ARTICLES AND CONTRAST IT WITH THE ABOVE MATERIAL IN TERMS OF THE DIFFERENT THEORIES ON WHAT AND HOW A CHILD LEARNS IN ACQUIRING THE SYNTACTIC SYSTEM OF HIS NATIVE LANGUAGE. 1. ROGER BROWN AND URSULA BELLUGI, [THREE PROCESSES IN THE CHILD'S ACQUISITION OF SYNTAX] IN NEW DIRECTIONS IN THE STUDY OF LANGUAGE, ERIC H. LENNEBERG, EDITOR (CAMBRIDGE, MASSACHUSETTS: THE M.I.T. PRESS, 1964, PP. 131-61. 2. ROGER BROWN AND COLIN FRASER, [THE ACQUISITION OF SYNTAX] IN THE ACQUISITION OF LANGUAGE, URSULA BELLUGI AND ROGER BROWN, EDITORS (CHILD DEVELOPMENT MONOGRAPHS, 1964, PP. 43-79. 3. SUSAN M. ERVIN, [IMITATION AND STRUCTURAL CHANGE IN CHILDREN'S LANGUAGE] IN NEW DIRECTIONS IN THE STUDY OF LANGUAGE, ERIC H. LENNEBERG, EDITOR (CAMBRIDGE, MASSACHUSETTS: THE M.I.T. PRESS, 1964, PP. 163-89. | 01189 12<br>01189 13<br>01189 14<br>01189 15<br>01189 16<br>01189 17<br>01189 18<br>01189 19<br>01189 20<br>01189 21<br>01189 22<br>01189 23<br>01189 24<br>01189 25<br>01189 26<br>01189 27<br>01189 28<br>01189 29<br>01189 30 |
| *SETTING | INDEPENDENT COLLEGE | 01189 10 |
| *MATERIALS | BLANK | 01189 5 |
| *LEVEL | ALL GRADES | 01189 8 |
| *GENERAL | GENERALIST SPECIALIST | 01189 7 |
| *HOURS | 3 | 01189 6 |
| *EVALUATION | WRITE A BRIEF PAPER CONTRASTING THE THEORIES OF CHILD LANGUAGE ACQUISITION PRESENTED IN THE MATERIAL LISTED IN THE EXPERIENCE. | 01189 40<br>01189 41<br>01189 42 |
| *FILE | SYNTAX CHILD LANGUAGE LANGACKER | 01189 9 |

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| *OBJECTIVES | THE STUDENT SHOULD BE AWARE OF THE MATERIAL ON ENGLISH GRAMMAR CURRENTLY IN USE IN THE UPPER GRADES OF SOME ELEMENTARY SCHOOLS. HE SHOULD NOTE THAT TWO LINGUISTS USE EXACTLY THE SAME TERMINOLOGY AND HE SHOULD DEMONSTRATE SUFFICIENT COMPREHENSION OF BASIC CONCEPTS OF SYNTAX TO BE ABLE TO UNDERSTAND NEW MATERIAL. | 01192 19<br>01192 20<br>01192 21<br>01192 22<br>01192 23<br>01192 24 |
| *PREREQUISITE | PREVIOUS MODULES: 1183-1188. | 01192 25 |
| *EXPERIENCE | READ THE TWO BOOKLETS GRAMMAR 1 AND GRAMMAR 2 BY SOUMICK A. JACOBS AND PETER S. ROSENBAUM, (BOSTON: GINN AND COMPANY, 1967). THESE CONTAIN THE MATERIAL ON SYNTAX WHICH APPEARS IN ENGLISH 7: AND ENGLISH 8: COMPOSITION AND GRAMMAR BY THE SAME PUBLISHER. THE BOOKS ARE DESIGNED FOR USE IN GRADES 7 AND 8. CONSIDER THE MATERIAL IN RELATION TO WHAT YOU HAVE LEARNED ABOUT SYNTAX IN MODULES 1183-1189. NOTE ANY DIFFERENCES IN TERMINOLOGY. | 01192 11<br>01192 12<br>01192 13<br>01192 14<br>01192 15<br>01192 16<br>01192 17<br>01192 18 |
| *SETTING | INDEPENDENT COLLEGE | 01192 10 |
| *MATERIALS | BLANK | 01192 5 |
| *LEVEL | ALL GRADES | 01192 8 |
| *GENERAL | GENERALIST SPECIALIST | 01192 7 |
| *HOURS | 3 | 01192 6 |
| *EVALUATION | WRITE A PAPER IN WHICH YOU DISCUSS THE BASIC SIMILARITIES AND SUPERFICIAL DIFFERENCES BETWEEN THE MATERIAL PRESENTED IN MODULES 1183-1188 AND IN THE READING DESCRIBED ABOVE. | 01192 26<br>01192 27<br>01192 28 |
| *FILE | SYNTAX GRAMMAR | 01192 9 |

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| *OBJECTIVES | THE OBJECTIVE OF THIS MODULE IS TO INCREASE THE LEVEL OF ACHIEVEMENT OF THE OBJECTIVES OF MODULE 1189 FOR THOSE STUDENTS WHO WILL WORK WITH CHILDREN WHO ARE STILL IN THE PROCESS OF ACQUIRING THE SYNTAX OF ENGLISH, | 01191 16<br>01191 17<br>01191 18<br>01191 19 |
| *PREREQUISITE | PREVIOUS MODULE: 1189, | 01191 20 |
| *EXPERIENCE | DISCUSS THE READING MATERIAL DESCRIBED IN MODULE 1189, EMPHASIZING THE DIFFERENCES BETWEEN THE RATIONALIST AND THE EMPIRICIST THEORIES OF LANGUAGE ACQUISITION AS THESE ARE REFLECTED IN LANGACKER AND FODOR AND IN THE LAST THREE ARTICLES RESPECTIVELY, | 01191 11<br>01191 12<br>01191 13<br>01191 14<br>01191 15 |
| *SETTING | SMALL GROUP 21-12 STUDENTS. COLLEGE | 01191 10 |
| *MATERIALS | BLANK | 01191 5 |
| *LEVEL | PRE-SCH.-K GRADES 1-4 | 01191 8 |
| *GENERAL | GENERALIST SPECIALIST | 01191 7 |
| *HOURS | 1 | 01191 6 |
| *EVALUATION | 80( ACCURACY IN IDENTIFYING DEVELOPMENTS OF SYNTAX OF ENGLISH, | 01191 21<br>01191 22 |
| *FILE | SYNTAX CHILD LANGUAGE | 01191 9 |

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| *OBJECTIVES | THE OBJECTIVE OF THIS MODULE IS TO INCREASE THE LEVEL OF ACHIEVEMENT OF THE OBJECTIVES OF MODULE 1190 FOR THOSE STUDENTS WHO WILL EVENTUALLY TEACH GRAMMAR IN GRADES 5-8, | 01192 19<br>01192 20<br>01192 21 |
| *PREREQUISITE | PREVIOUS MODULES: 1183-1188 AND 1190, | 01192 22 |
| *EXPERIENCE | DISCUSS THE READING MATERIAL DESCRIBED IN MODULE 1190, CONSIDERING THE ADVANTAGES AND POTENTIAL PROBLEMS OF USING THESE BOOKS AS TEXTS IN THE SEVENTH AND EIGHTH GRADES, FOR EXAMPLE, CONSIDER THE TYPE OF MATERIAL WHICH MIGHT BE PRESENTED IN THE FIFTH AND SIXTH GRADES TO PREPARE THE STUDENTS FOR THIS APPROACH, ANALYZE YOUR OWN READINESS TO TEACH SUCH MATERIAL AND DISCUSS ANY PROBLEMS YOU HAVE IN UNDERSTANDING THIS APPROACH TO ENGLISH GRAMMAR, | 01192 11<br>01192 12<br>01192 13<br>01192 14<br>01192 15<br>01192 16<br>01192 17<br>01192 18 |
| *SETTING | SMALL GROUP 21-12 STUDENTS. COLLEGE | 01192 10 |
| *MATERIALS | BLANK | 01192 5 |
| *LEVEL | GRADES 5-8 | 01192 8 |
| *GENERAL | GENERALIST SPECIALIST | 01192 7 |
| *HOURS | 1 | 01192 6 |
| *EVALUATION | SUCCESSFUL COMPLETION OF MODULE 1190, | 01192 23 |
| *FILE | SYNTAX GRAMMAR | 01192 9 |

## OVERVIEW OF MODULES

### 1193-1199

In this section of the Linguistics Component, students investigate independently and in small group sessions some of the linguistic research available on social dialects of American English. Each module requires the student to utilize the material which has been presented in modules 1143-1192 concerning the nature of language and the linguistic system of standard English. The student must now apply this knowledge within a more general framework in considering the linguistic, sociological, psychological, and pedagogical aspects of teaching language (i.e., in reading, spelling, and grammar) to children who speak non-standard dialects of American English.

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| *OBJECTIVES | THE STUDENT SHOULD BE AWARE OF THE REGIONAL BASIS FOR SOME | 01193 | 27 |
| | FEATURES FOUND IN SOCIAL DIALECTS AND HE SHOULD RECOGNIZE | 01193 | 27 |
| | THAT ALL DIALECTS OF ENGLISH ARE EQUALLY SYSTEMATIC AND | 01193 | 28 |
| | PRODUCTIVE IN NATURE, | 01193 | 29 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 01193 | 30 |
| *EXPERIENCE | IN PREPARATION FOR THE DISCUSSION SESSION DESCRIBED IN | 01193 | 11 |
| | MODULE 1194, READ THE FOLLOWING ARTICLES: 1, HANS KURATH, | 01193 | 12 |
| | "INTERRELATION BETWEEN REGIONAL AND SOCIAL DIALECTS" IN | 01193 | 13 |
| | PROCEEDINGS OF THE NINTH INTERNATIONAL CONGRESS OF | 01193 | 14 |
| | LINGUISTS, HORACE G. LUNT, EDITOR (THE HAGUE: MOUTON, | 01193 | 15 |
| | 1964, PP. 135-43. 2. RAVEN I. MCDAVID, JR. "A CHECKLIST | 01193 | 16 |
| | OF SIGNIFICANT FEATURES FOR DISCRIMINATING SOCIAL | 01193 | 17 |
| | DIALECTS," IN DIMENSIONS OF DIALECT, ELDONNA L. EVERTTS, | 01193 | 18 |
| | EDITOR (CHAMPAIGN, ILLINOIS: NATIONAL COUNCIL OF TEACHERS | 01193 | 19 |
| | OF ENGLISH, 1967, PP. 7-10). 3. RAVEN I. MCDAVID, JR. | 01193 | 20 |
| | "SOME SOCIAL DIFFERENCES IN PRONUNCIATION" IN READINGS IN | 01193 | 21 |
| | APPLIED ENGLISH LINGUISTICS, HAROLD B. ALLEN, EDITOR (NEW | 01193 | 22 |
| | YORK: APPLETON-CENTURY-CROFTS, 1964, PP. 251-61. 4. ROGER | 01193 | 23 |
| | W. SHUY. "DETROIT SPEECH: CARELESS, AWKWARD AND | 01193 | 24 |
| | INCONSISTENT OR SYSTEMATIC, GRACEFUL AND REGULAR" | 01193 | 25 |
| | ELEMENTARY ENGLISH, MAY 1968. | 01193 | 26 |
| *SETTING | INDEPENDENT COLLEGE | 01193 | 10 |
| *MATERIALS | BLANK | 01193 | 5 |
| *LEVEL | ALL GRADES | 01193 | 8 |
| *GENERAL | GENERALIST SPECIALIST | 01193 | 7 |
| *HOURS | 2 1/2 | 01193 | 6 |
| *EVALUATION | THE STUDENT'S CONTRIBUTION TO THE EXPERIENCE DESCRIBED IN | 01193 | 31 |
| | MODULE 1194 CAN SERVE AS AN EVALUATION OF HIS ACHIEVEMENT | 01193 | 32 |
| | OF THE OBJECTIVES OF THIS MODULE. | 01193 | 33 |
| *FILE | DIALECTS SOCIAL DIALECTS LANGUAGE DEVELOPMENT | 01193 | 9 |

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| *OBJECTIVES | THE STUDENT SHOULD BE ABLE TO UTILIZE HIS KNOWLEDGE OF | 01194 | 23 |
| | LINGUISTICS IN GENERAL AND THE LINGUISTIC SYSTEM OF | 01194 | 24 |
| | ENGLISH AS A BASIS FOR INDEPENDENT READING AND RESEARCH | 01194 | 25 |
| | INTO AND ANALYSIS OF PROBLEMS INVOLVING LANGUAGE TEACHING | 01194 | 26 |
| | IN THE ELEMENTARY SCHOOL. IN THE DISCUSSION DESCRIBED | 01194 | 27 |
| | HERE, HE SHOULD DEMONSTRATE AN AWARENESS OF DIALECT | 01194 | 28 |
| | VARIATION IN ENGLISH AND THE DIFFICULTIES THIS MAY OFFER | 01194 | 29 |
| | FOR THE TEACHER OF READING, SPELLING, AND GRAMMAR. | 01194 | 30 |
| *PREREQUISITE | PREVIOUS MODULES: 1144 AND 1193 | 01194 | 31 |
| *EXPERIENCE | BASED ON THE MATERIAL PRESENTED EARLIER ON THE CAUSES OF | 01194 | 11 |
| | DIALECT DIVERSITY AND THE NATURE OF THE LINGUISTIC SYSTEM | 01194 | 12 |
| | OF STANDARD ENGLISH, DISCUSS THE MATERIAL LISTED IN THE | 01194 | 13 |
| | PREVIOUS MODULE. CONSIDER THE QUESTIONS OF HOW AND | 01194 | 14 |
| | WHETHER THE ELEMENTARY SCHOOL TEACHER MIGHT ATTEMPT TO | 01194 | 15 |
| | TEACH THE STANDARD DIALECT OF ENGLISH TO CHILDREN WHO | 01194 | 16 |
| | SPEAK NON-STANDARD DIALECTS. NOTE ESPECIALLY THE NEED FOR | 01194 | 17 |
| | RECOGNIZING THE SYSTEMATIC NATURE OF THE LINGUISTIC | 01194 | 18 |
| | SYSTEMS OF NON-STANDARD DIALECTS, BOTH IN ANALYZING THE | 01194 | 19 |
| | DIFFERENCES BETWEEN STANDARD AND NON-STANDARD DIALECTS AND | 01194 | 20 |
| | IN DEVELOPING METHODS FOR TEACHING THE FORMER TO SPEAKERS | 01194 | 21 |
| | OF THE LATTER. | 01194 | 22 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 01194 | 10 |
| *MATERIALS | BLANK | 01194 | 5 |
| *LEVEL | ALL GRADES | 01194 | 8 |
| *GENERAL | GENERALIST SPECIALIST | 01194 | 7 |
| *HOURS | 1 | 01194 | 6 |
| *EVALUATION | WRITE A PAPER OUTLINING SOME DIFFERENCES IN PHONOLOGY AND | 01194 | 32 |
| | GRAMMAR BETWEEN STANDARD AND NON-STANDARD DIALECTS OF | 01194 | 33 |
| | ENGLISH AND DISCUSS SOME OF THE PROBLEMS WHICH SUCH | 01194 | 34 |
| | DIFFERENCES WOULD PRESENT TO THE CHILD WHO SPEAKS A | 01194 | 35 |
| | NON-STANDARD DIALECT IN LEARNING TO READ AND WRITE. | 01194 | 36 |
| *FILE | DIALECTS LINGUISTIC LANGUAGE INSTRUCTION | 01194 | 9 |

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*OBJECTIVES   THIS EXPERIENCE IS DESIGNED TO LEAD STUDENTS TO AN          01195 25
              AWARENESS OF SOME OF THE SOCIOLOGICAL AND PSYCHOLOGICAL     01195 26
              FACTORS INVOLVED IN THE TEACHING OF ONE DIALECT TO          01195 27
              CHILDREN WHO SPEAK A NON-STANDARD DIALECT OF ENGLISH,       01195 28
*PREREQJISITE PREVIOUS MODULES: 1193 AND 1194                             01195 29
*EXPERIENCE   SELECT AND READ TWO OF THE FOLLOWING ARTICLES, PAYING       01195 11
              PARTICULAR ATTENTION TO THE AUTHORSS DISCUSSIONS OF THE     01195 12
              SOCIOLOGICAL AND PSYCHOLOGICAL PROBLEMS INVOLVED IN         01195 13
              TEACHING STANDARD ENGLISH TO SPEAKERS OF NON-STANDARD       01195 14
              DIALECTS. 1. WILLIAM CARROLL AND IRWIN FEIGENBAUM,          01195 15
              (TEACHING A SECOND DIALECT AND SOME IMPLICATIONS FOR        01195 16
              TESOL,( TESOL QUARTERLY, SEPTEMBER 1967, PP. 31-9,          01195 17
              2. J. L. DILLARD, (THE ENGLISH TEACHER AND THE LANGUAGE     01195 18
              OF THE NEWLY INTEGRATED STUDENT,( THE RECORD-TEACHERS       01195 19
              COLLEGE 6912,115-20219677, 3. WILLIAM A. STEWART,           01195 20
              (URBAN NEGRO SPEECH: SOCIOLINGUISTIC FACTORS AFFECTING      01195 21
              ENGLISH TEACHING( IN SOCIAL DIALECTS AND LANGUAGE           01195 22
              LEARNING, ROGER SHUY, EDITOR 2CHAMPAIGN, ILLINOIS:         01195 23
              NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 1965. PP. 10-19,   01195 24
*SETTING      INDEPENDENT COLLEGE                                         01195 10
*MATERIALS    BLANK                                                       01195  5
*LEVEL        ALL GRADES                                                  01195  8
*GENERAL      GENERALIST SPECIALIST                                       01195  7
*HOURS        1                                                           01195  6
*EVALUATION   THE STUDENTSS PARTICIPATION IN THE DISCUSSION DESCRIBED IN  01195 30
              THE FOLLOWING MODULE CAN SERVE AS AN EVALUATION OF HIS      01195 31
              ACHIEVEMENT OF THE OBJECTIVES OF THIS MODULE.               01195 32
*FILE         DIALECTS SOCIOLOGICAL + PSYCHOLIGICAL FACTORS OF DIALECTS   01195  9
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*OBJECTIVES   THIS EXPERIENCE IS DESIGNED TO SUPPLEMENT AND REINFORCE     01196 27
              IN THE STUDENTS AN OVERVIEW OF THE SOCIOLOGICAL AND         01196 28
              PSYCHOLOGICAL, AS WELL AS THE LINGUISTIC, FACTORS INVOLVED  01196 29
              IN TEACHING LANGUAGE MATERIAL TO ELEMENTARY SCHOOL          01196 30
              CHILDREN WHO SPEAK A NON-STANDARD DIALECT OF ENGLISH,       01196 31
*PREREQJISITE PREVIOUS MODULE: 1195                                       01196 32
*EXPERIENCE   DISCUSS THE SOCIAL AND PSYCHOLOGICAL PROBLEMS INVOLVED IN   01196 11
              TEACHING STANDARD ENGLISH TO CHILDREN WHO SPEAK A           01196 12
              NON-STANDARD DIALECT. BASE THE DISCUSSION ON THE MATERIAL   01196 13
              LISTED IN THE PREVIOUS MODULE AND CONSIDER SUCH QUESTIONS   01196 14
              AS: 21. IF ALL DIALECTS ARE REALLY SYSTEMATIC AND CONTAIN   01196 15
              EQUAL POTENTIAL FOR THE EXPRESSION OF THOUGHTS, CONCEPTS,   01196 16
              ETC., WHY SHOULD AN ATTEMPT BE MADE TO TEACH A SECOND       01196 17
              DIALECT TO CHILDREN WHO SPEAK A NON-STANDARD DIALECT.       01196 18
              22. WHAT DIFFICULTIES MIGHT SUCH A CHILD ENCOUNTER          01196 19
              2E.G. FROM HIS FAMILY, FRIENDS, ETC.. IF HE WERE TO USE     01196 20
              ONLY STANDARD ENGLISH. WHAT EFFECT MIGHT A NEGATIVE         01196 21
              REACTION FROM HIS ASSOCIATES HAVE ON HIS MOTIVATION TO      01196 22
              LEARN STANDARD ENGLISH. HOW MIGHT A TEACHER COPE WITH       01196 23
              THESE PROBLEMS. 23. BY WHAT MEANS CAN A TEACHER AVOID       01196 24
              IMPARTING FEELINGS OF INFERIORITY REGARDING HIS NATIVE      01196 25
              DIALECT TO SUCH A CHILD.                                    01196 26
*SETTING      SMALL GROUP 21-12 STUDENTS. COLLEGE                         01196 10
*MATERIALS    BLANK                                                       01196  5
*LEVEL        ALL GRADES                                                  01196  8
*GENERAL      GENERALIST SPECIALIST                                       01196  7
*HOURS        1                                                           01196  6
*EVALUATION   DESIGN A ROUGH LESSON PLAN FOR TEACHING SOME ASPECT OF      01196 33
              STANDARD ENGLISH TO CHILDREN WHOSE NATIVE DIALECT IS        01196 34
              NON-STANDARD, KEEPING IN VIEW THE QUESTIONS DISCUSSED IN    01196 35
              THE EXPERIENCE DESCRIBED ABOVE.                             01196 36
*FILE         DIALECTS LINGUISTIC PSYCHOLOGICAL + SOCIOLOGICAL FACTORS    01196  9
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*OBJECTIVES   THE STUDENT SHOULD BE ABLE TO DISCUSS SOME OF THE TEACHING  01197 28
              METHODS RECOMMENDED BY LINGUISTS FOR TEACHING STANDARD      01197 29
              ENGLISH TO SPEAKERS OF OTHER DIALECTS.                      01197 30
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*PREREQUISITE PREVIOUS MODULES: 1193 AND 1199                          01197 31
*EXPERIENCE   SELECT AND READ THREE OF THE FOLLOWING ARTICLES ON       01197 11
              METHODOLOGIES OF TEACHING STANDARD ENGLISH TO SPEAKERS OF 01197 12
              OTHER DIALECTS, 21. WILLIAM LABOV, "SOME SOURCES IN      01197 13
              READING PROBLEMS FOR NEGRO SPEAKERS OF NON-STANDARD      01197 14
              ENGLISH" IN NEW DIRECTIONS IN ELEMENTARY ENGLISH, A,     01197 15
              FRAZIER, EDITOR (CHAMPAIGN, ILLINOIS: NATIONAL COUNCIL OF 01197 16
              TEACHERS OF ENGLISH, 1966), PP, 140-67, 22. WILLIAM      01197 17
              LABOV, "STAGES IN THE ACQUISITION OF STANDARD ENGLISH" IN 01197 18
              SOCIAL DIALECTS AND LANGUAGE LEARNING, ROGER SHUY, EDITOR 01197 19
              (CHAMPAIGN, ILLINOIS: NATIONAL COUNCIL OF TEACHERS OF    01197 20
              ENGLISH, 1965), PP, 77-103, 23. SAM-SU C. LIN, "PATTERN  01197 21
              PRACTICE IN A FRESHMAN ENGLISH PROGRAM" IN SOCIAL DIALECTS 01197 22
              AND LANGUAGE LEARNING, ROGER SHUY, EDITOR (CHAMPAIGN,    01197 23
              ILLINOIS: NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 1965), 01197 24
              PP, 57-62, 24. MARVIN D. LOFLIN, "A TEACHING PROBLEM IN  01197 25
              NONSTANDARD NEGRO ENGLISH," ENGLISH JOURNAL, DECEMBER    01197 26
              1967, PP, 1312-14.                                       01197 27
*SETTING      INDEPENDENT                                              01197 10
*MATERIALS    BLANK                                                    01197  5
*LEVEL        ALL GRADES                                               01197  8
*GENERAL      GENERALIST  SPECIALIST                                   01197  7
*HOURS        1 1/2                                                    01197  6
*EVALUATION   THE STUDENT'S PARTICIPATION IN THE DISCUSSION DESCRIBED IN 01197 32
              MODULE 1199 WILL SERVE ADEQUATELY AS AN INDICATION OF HIS 01197 33
              ACHIEVEMENT OF THE OBJECTIVES.                           01197 34
*FILE         DIALECTS  READING  PHONOLOGY                             01197  9
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*OBJECTIVES   THE STUDENT SHOULD BE ABLE TO APPLY HIS KNOWLEDGE OF     01198 15
              PHONETIC TRANSCRIPTION AND OF THE PHONOLOGICAL AND       01198 16
              GRAMMATICAL SYSTEMS OF STANDARD ENGLISH IN RECORDING AND 01198 17
              CONTRASTING NON-STANDARD DIALECTS OF THE LANGUAGE.       01198 18
*PREREQUISITE PREVIOUS MODULES: 1159, 1161, 1193 AND 1194              01198 19
*EXPERIENCE   LISTEN TO A TAPE RECORDING PRESENTING SAMPLES OF         01198 11
              NON-STANDARD DIALECTS OF AMERICAN ENGLISH. PREPARE A LIST 01198 12
              OF PHONOLOGICAL AND GRAMMATICAL DIFFERENCES FROM STANDARD 01198 13
              ENGLISH.                                                 01198 14
*SETTING      INDEPENDENT                                              01198 10
*MATERIALS    A TAPE RECORDING, APPROXIMATELY 20 MINUTES IN LENGTH, OF 01198  5
              SPEECH SAMPLES FROM ONE OR MORE NON-STANDARD DIALECTS OF  01198
              AMERICAN ENGLISH.                                        01198
*LEVEL        ALL GRADES                                               01198  8
*GENERAL      GENERALIST  SPECIALIST                                   01198  7
*HOURS        1 1/2                                                    01198  6
*EVALUATION   THE ACCURACY AND COMPLETENESS OF THE LIST WHICH THE       01198 20
              STUDENT PREPARES IN THE EXPERIENCE WILL SERVE AS A BASIS  01198 21
              FOR THE EVALUATION OF HIS ACHIEVEMENT OF THE OBJECTIVES OF 01198 22
              THIS MODULE.                                             01198 23
*FILE         DIALECTS  PHONOLOGY  SYNTAX                              01198  9
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*OBJECTIVES   THE STUDENT SHOULD DEMONSTRATE AN ABILITY TO APPLY HIS    01199 30
              KNOWLEDGE OF LINGUISTICS TO THE TREATMENT OF A LANGUAGE  01199 31
              TEACHING PROBLEM IN THE ELEMENTARY SCHOOL.               01199 32
*PREREQUISITE PREVIOUS MODULES: 1197 AND 1198                          01199 33
*EXPERIENCE   THE INSTRUCTOR WILL DISCUSS THE SIMILARITIES AND         01199 11
              DIFFERENCES OF METHODS OF TEACHING ENGLISH AS A FOREIGN   01199 12
              LANGUAGE AND OF TEACHING STANDARD ENGLISH AS A SECOND     01199 13
              DIALECT. FOLLOWING THIS, UTILIZE THE READING MATERIAL OF  01199 14
              MODULE 1197 AND THE LIST OF DIALECT DIFFERENCES PREPARED  01199 15
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|---|---|---|---|
| | FOR MODULE 1198 AS THE BASIS FOR A DISCUSSION OF THE | 01199 | 16 |
| | SPECIAL PROBLEMS WHICH WOULD ARISE IN TEACHING READING, | 01199 | 17 |
| | SPELLING, AND GRAMMAR TO THE SPEAKERS REPRESENTED ON THE | 01199 | 18 |
| | TAPE RECORDING IN MODULE 1198. CONSIDER SUCH MATTERS AS: | 01199 | 19 |
| | 1. IN TERMS OF THE LINGUISTIC SYSTEM OF THE DIALECT UNDER | 01199 | 20 |
| | CONSIDERATION, HOW DOES EACH PHONOLOGICAL AND GRAMMATICAL | 01199 | 21 |
| | ITEM ON THE LIST DIFFER FROM THE LINGUISTIC SYSTEM OF | 01199 | 22 |
| | STANDARD ENGLISH. I.E., WHAT CONTRASTS ARE NOT PRESENT, | 01199 | 23 |
| | WHAT NEW CONTRASTS APPEAR TO EXIST, ARE SOME OF THE | 01199 | 24 |
| | CONTRASTS PRESENT BUT WITH DIFFERENT PHONOLOGICAL | 01199 | 25 |
| | REPRESENTATIONS THAN IN STANDARD ENGLISH. 2. WHICH | 01199 | 26 |
| | METHODS OF TEACHING STANDARD ENGLISH MIGHT BE APPLICABLE | 01199 | 27 |
| | IN TEACHING THE STANDARD ENGLISH EQUIVALENTS FOR | 01199 | 28 |
| | NON-STANDARD ITEM ON THE LIST. | 01199 | 29 |
| *SETTING | SMALL GROUP 1-12 STUDENTS, COLLEGE | 01199 | 10 |
| *MATERIALS | BLANK | 01199 | 5 |
| *LEVEL | ALL GRADES | 01199 | 8 |
| *GENERAL | GENERALIST SPECIALIST | 01199 | 7 |
| *HOURS | 2 | 01199 | 6 |
| *EVALUATION | GIVEN OTHER EXAMPLES OF DIALECT VARIATIONS, DISCUSS THE | 01199 | 34 |
| | PROBLEMS AND METHODS OF TEACHING THE STANDARD ENGLISH | 01199 | 35 |
| | FORMS TO SPEAKERS OF SUCH DIALECTS. | 01199 | 36 |
| *FILE | DIALECTS PHONOLOGY SYNTAX READING SPELLING | 01199 | 9 |

# THE COMMUNICATION PROCESS

## OVERVIEW OF COMPONENT AND METHOD

This phase of the elementary teacher education program views the teacher as a coordinator and manager of a communication environment. Most of the emphasis is on the "in school" environment, but also takes into account other aspects of the environment within the community and the teacher's communication role in the larger environment. The general objective of the training is to help the teacher become aware of his role as a coordinator-manager of communication and the specific behaviors implicit in that notion.

The approach to teaching is largely inductive and relies on simulation of a range of communication experiences which the trainees are asked to relate to their communication behavior as teachers. This approach is expected to produce a high level of introspection on the part of the trainees as they participate in the situations and as they analyze their own and others' behaviors in these situations. It is expected that the training will provide them a variety of experiences in different teaching styles, and in the use of a variety of communication media.

## BEHAVIORAL OBJECTIVES

The communication program for elementary teacher trainees is designed to help them:

1. To become aware of and to specify their role as a coordinator of a communication environment.

2. To identify elements of the communication process operating in different aspects of the teaching situa-

tion--large class, small group, one-to-one, and individual study.

3. To identify and analyze patterns of communication among students; between students and teachers; among teachers; between teachers and parents; and between teachers, parents and children.

4. To identify and demonstrate communication styles which facilitate:
   a. Discovery behaviors on the part of students.
   b. Conformity behaviors on the part of students.

5. To demonstrate skills in initiating, directing and analyzing role playing as a communication style in the teaching situation.

6. To experience and analyze group pressure and its effects on communication among members of a group, and between members of the group and others outside the group. This is intended to help the trainees increase in understanding and appreciation of the effects of group pressure in the school (classroom, etc.) situations.

7. To identify relationships between symbolic learning in language arts and in mathematics and to specify some approaches to integrating the teaching of these symbolic forms.

8. To increase sensitivity to their own and others' perceptions and interpretations of verbal and non-verbal codes in communication. This may be demonstrated by having them specify factors influencing perceptions and interpretations of messages in the class experiences.

9. To experience and develop a sensitivity to the impact of cultural differences on the communication behavior of two or more persons. After experiencing

communication attempts with a person from a different culture (suburbia vs. inner city), trainees are expected to develop principles for coping with communication problems related to cultural differences.

10. Identify elements of group structure (social organization) combined with various physical arrangements and the effect these have on kind and amount of communication flow.

## JUSTIFICATION OF COMMUNICATION TRAINING FOR TEACHERS

All teaching involves message transmission. The aims of the message transmission range from getting students to reproduce the cultural patterns of the previous generations to getting students to discover new patterns of behavior and new views of the world, including new relationships among specifiable elements in the world about us.

The situation in which the communication occurs, the persons who are encoding and decoding the messages, the elements selected and the style of structuring those elements in the encoding process all affect the fidelity of the communication act. We generally assume that the higher the fidelity of the teacher's communication, the more effective the teaching.

As the elementary education trainee increases his capacity to identify and control the factors that influence the fidelity of communication, he should become a more effective teacher.

## ORGANIZATION OF THE LEARNING ENVIRONMENT FOR THE TEACHER TRAINEES

STAFF The communication phase of the training program is planned for groups of 35 participants with one staff member of assistant professor rank or higher to coordinate the program. Some of the sessions are handled as team teaching sessions with the teams of 2-4 persons directing the group interaction. The team members for some topics are drawn from the College of Communication while for other topics some team members are from cooperating colleges in the university. The particular

size of the teams and combinations would be determined by the experience areas and the problems posed by the trainees. A 2-4 hour staff planning session should be held each week.

SPACE The physical space needed would include a room about 40' x 40' with the potential for a variety of seating and teaching aid arrangements. Tables and chairs should be of a design to permit variable lighting, including the potential for darkening the room for film projection. It should also permit fast, easy changes in arrangement to permit many diverse patterns of grouping of trainees.

EQUIPMENT The teaching requires movie projectors, slide projectors, overhead projectors, videotape recorder with instant playback, tape recorder, hook and loop boards, chalkboard, newsprint easels and other small demonstration and illustrative materials. With the above basic equipment, the ingenuity of the staff can produce audio-visual, tactual and olfactory support for the verbal messages in the room.

INSTRUCTIONAL PERIODS The instruction should use a massed teaching approach. Longer periods, even some four to six hours in length, permit a more meaningful communication experience and subsequent analysis. If possible, the scheduling should be flexible enough to permit longer or shorter periods of time, and meetings held more or less frequently as the progress of the trainees would dictate. This requires sensitivity and maturity of staff judgment regarding the productivity of group interaction and experience.

EVALUATION OF PROGRESS TOWARD OBJECTIVES

The evaluation of each trainee's development of the behaviors specified under the objectives would be composite judgments derived from self-analysis, peer analysis and staff analysis. The data for evaluation would be the individual's communication behavior in the group sessions and the written and other materials produced by the trainees as specified under each of the experience modules which follow this introduction. The criteria for evaluation would be developed by the trainees and staff in conjunction with a discussion of the behavioral objectives for the program.

## THE EXPERIENCE MODULES

The experience modules which follow are intended to be guides for those who serve as staff. While the modules are presented in one order here, the development of a group of participants may dictate another order as more appropriate. The interests and the capacities of the individuals in the communication phase also may point to other types of experiences as more appropriate for a particular group.

Thus it is proposed that the experiences presented in the modules should be considered a sample of the population of relevant communication experiences which might be used to demonstrate and analyze communication behaviors relevant for the elementary teacher. In keeping with the receiver orientation being stressed as a communication principle, the experiences provided in the training should be modified to fit the trainees in a particular group at a particular point in time.

This component in the Behavioral Science Elementary Teacher Education Program was developed by the following persons.

| | |
|---|---|
| Dr. Lawrence Sarbaugh | Coordinator |
| Dr. Carl J. Couch | Consultant |
| Dr. Randall P. Harrison | Consultant |
| Dr. Otto Larsen | Consultant |
| Dr. Malcolm S. MacLean Jr. | Consultant |
| Dr. Gerald R. Miller | Consultant |
| Prof. Alfred E. Opubor | Curriculum Specialist |
| Dr. David C. Ralph | Consultant |
| Prof. Rudolf Salcedo | Curriculum Specialist |

| | | |
|---|---|---|
| *OBJECTIVES | TO ENABLE THE STUDENTS TO IDENTIFY SOME VITAL ASPECTS OF THE COMMUNICATION SITJATION USING BERLO≠S MODEL. TO PRACTICE SENSITIVITY TO FEEDBACK AND ANALYZE COMMUNICATION EFFECTS FOR FIDELITY OF THE COMMUNICATION. | 02153033<br>02153034<br>02153035<br>02153036 |
| *PREREQUISITE | READ BERLO, THE PROCESS OF COMMUNICATION, 1960, PP. 23-39; 40-73. | 02153037<br>02153038 |
| *EXPERIENCE | ANALYZE A SPECIFIC INSTANCE OF COMMUNICATION IN AN ELEMENTARY TEACHING SITJATION IN TERMS OF BERLO≠S S-M-C-R MODEL. INTRODUCE SOME ELEMENTS OF THE COMMUNICATION PROCESS, ITS IMPLICATIONS TO LEARNING AND COMMUNICATION. GIVE SOME EXAMPLES OF PROCESSES TO ILLUSTRATE THE BASIC NOTIONS: MANY DIFFERENT PARTS, CONSTANTLY CHANGING AND INTERACTING, DYNAMIC WITH NO BEGINNING AND NO END. STRESS THE ARBITRARINESS IN SELECTING AND IDENTIFYING PARTS OF A PROCESS. ASK WHICH IS THE MOST IMPORTANT ELEMENT. DEVELOP THE POINT THAT ALL ARE IMPORTANT. ASK WHAT IS BREAD REALLY. GET LISTING OF ELEMENTS AS WAY OF DEFINING. ASK WHERE THE PROCESS BEGINS. AT WHAT POINT ARE YOU WILLING TO CALL IT BREAD AT WHAT POINT DOES THE PROCESS END HOW DO YOU KNOW THERE IS FLOUR IN THE BREAD CAN YOU SEE IT IS THERE REALLY FLOUR THERE CAN YOU GIVE ME THE FLOUR WHY OR WHY NOT IF YOU ANALYZE INTO ELEMENTS THEN DO WE STILL HAVE THE BREAD DEVELOP THE NOTIONS OF THE OPEN-ENDEDNESS OF A PROCESS, AND CHANGE IN ONE ELEMENT AFFECTS ALL. GIVE AN EXAMPLE: SHOW THE CLASS DIFFERENT TYPES OF BREAD, BLACK BREAD, BROWN BREAD, ETC. | 02153012<br>02153013<br>02153014<br>02153015<br>02153016<br>02153017<br>02153018<br>02153019<br>02153020<br>02153021<br>02153022<br>02153023<br>02153024<br>02153025<br>02153026<br>02153027<br>02153028<br>02153029<br>02153030<br>02153031<br>02153032 |
| *SETTING | LARGE GROUP, COLLEGE | 02153011 |
| *MATERIALS | FLANNEL BOARD OR FELT BOARD. BIG LETTERS S-M-C-R, AND REPRODUCTION OF ELEMENTS UNDER EACH ASPECT. | 02153005<br>02153006 |
| *LEVEL | GRADES 1-4 GRADES 5-8 | 02153009 |
| *GENERAL | ALL CANDIDATES | 02153008 |
| *HOURS | 30 MINUTES | 02153007 |
| *EVALUATION | IDENTIFY THE BASIC ASPECTS OF A MESSAGE USING BERLO≠S MODEL, CITE OTHER EXAMPLES WHICH WOULD BE ANALOGOUS TO BERLO≠S SMCR MODEL. EXERCISE TRACING ORIGIN AND DESTINATION OF COMMUNICATION MESSAGES AND THEIR EFFECTS. | 02153039<br>02153040<br>02153041<br>02153042 |
| *FILE | BERLO PROCESS MODEL | 02153010 |

| | | |
|---|---|---|
| *OBJECTIVES | TO INTRODUCE ANOTHER MODEL OF COMMUNICATION. TO MAKE THE STUDENTS UNDERSTAND THAT SELECTIVE EXPOSURE, PERCEPTION AND RETENTION HAPPENS ALMOST EVERYTIME. TO ENABLE THE STUDENTS TO RELATE THEMSELVES TO THE MASS MEDIA OF COMMUNICATION AND OTHER SOURCES OF NEWS WITH A MORE CRITICAL ATTITUDE. | 02154031<br>02154032<br>02154033<br>02154034<br>02154035<br>02154036 |
| *PREREQUISITE | READ WESTLEY AND MACLEAN, A CONCEPTUAL MODEL FOR COMMUNICATIONS RESEARCH, IN ALFRED SMITH (ED.). COMMUNICATION AND CULTURE, 1966, HOLT, RINEHART AND WINSTON, PP.66-69. | 02154037<br>02154038<br>02154039<br>02154040 |
| *EXPERIENCE | TEACHER STARTS WITH THIS QUESTION: OF ALL THE THINGS YOU KNOW AND BELIEVE, HOW MANY COME TO YOU THROUGH DIRECT EXPERIENCE STUDENTS WILL LIST THE ANSWERS. YOU WILL OBSERVE THAT NOT ALL OF THE THINGS THEY KNOW AND BELIEVE ARE DIRECTLY EXPERIENCED. HOW DO THESE THINGS COME TO | 02154011<br>02154012<br>02154013<br>02154014<br>02154015 |

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|---|---|---|
| | OUR ATTENTION WITHOUT OUR BEING THERE INTRODUCE THE | 02154016 |
| | WESTLEY-MACLEAN MODEL OF COMMUNICATION, OF ALL THE THINGS | 02154017 |
| | OUT THERE, HOW MANY THINGS DO WE SEE IN OTHER WORDS, WHAT | 02154018 |
| | MESSAGES ARE AVAILABLE WHAT MESSAGE ARE SELECTED HOW DO | 02154019 |
| | WE SELECT THESE MESSAGES AND HOW ARE THESE MESSAGES | 02154020 |
| | INTERPRETED. EXAMPLE: IN THIS ROOM, WHAT DO YOU OBSERVE | 02154021 |
| | WHAT OTHER THINGS CAN YOU OBSERVE IN LANSING IN | 02154022 |
| | WASHINGTON IN CZECHOSLOVAKIA WHAT DO WE DEPEND ON WHO | 02154023 |
| | TELLS US WHAT HOW DOES HE DO THAT FROM THE TOTAL | 02154024 |
| | UNIVERSE OF AVAILABLE MESSAGES FOR EXAMPLE, DOES A WRITER | 02154025 |
| | ALSO SELECT DOES HE ALSO INTERPRET FROM THE MASS OF | 02154026 |
| | THINGS HE WRITES, DON'T WE, AS READERS, ALSO SELECT AND | 02154027 |
| | INTERPRET INTRODUCE THE PROCESSES OF SELECTIVE PERCEPTION | 02154028 |
| | SELECTION EXPOSURE, AND SELECTIVE INTERPRETATION, AND | 02154029 |
| | RETENTION. | 02154030 |
| *SETTING | BLANK, COLLEGE | 02154010 |
| *MATERIALS | DRAWING OF WESTLEY-MACLEAN'S MODEL | 02154005 |
| *LEVEL | ALL GRADES | 02154008 |
| *GENERAL | ALL CANDIDATES | 02154007 |
| *HOURS | 50 MINUTES | 02154006 |
| *EVALUATION | THE STUDENTS SHOULD BE ABLE TO REALIZE THAT MANY OF THE | 02154041 |
| | THINGS WE KNOW AND HOLD TO BE TRUE ARE NOT ALWAYS | 02154042 |
| | DIRECTLY INFLUENCED. MOST OFTEN, THEY DEPEND ON THE | 02154043 |
| | SENSES OF OTHER PEOPLE WHO SELECT MESSAGES FOR THEM, | 02154044 |
| | INTERPRET MESSAGES FOR THEM, ETC. ALSO, THE STUDENTS | 02154045 |
| | THEMSELVES DO THE SAME. SHOW A PICTURE. HAVE ONE STUDENT | 02154046 |
| | TELL THE CLASS ALL HE CAN ABOUT THE PICTURE. | 02154047 |
| *FILE | MASS MEDIA PROCESS MODEL | 02154009 |

| | | |
|---|---|---|
| *OBJECTIVES | TO IDENTIFY SOME FACTORS THAT AFFECT PERCEPTION AND | 02155036 |
| | INTERPRETATION OF COMMUNICATION. TO BE ABLE TO ADJUST | 02155037 |
| | COMMUNICATION STYLES TO PURPOSES OF THE COMMUNICATOR | 02155038 |
| | (TEACHER). TO MAKE THE STUDENTS AWARE OF THE DANGER OF | 02155039 |
| | ASSUMING THAT THE RECEIVERS UNDERSTAND THEIR PURPOSE IN | 02155040 |
| | COMMUNICATION, TO MAKE THE STUDENTS KNOW WHAT PURPOSES | 02155041 |
| | MAY BE ACCOMPLISHED (WHETHER INTENDED OR NOT) IN | 02155042 |
| | COMMUNICATING TO OTHER PEOPLE. | 02155043 |
| *PREREQUISITE | READ BERLO, (1960) THE PROCESS OF COMMUNICATION, PP. 1-22. | 02155044 |
| *EXPERIENCE | LIST MANY DIFFERENT PURPOSES WHY PEOPLE COMMUNICATE. | 02155012 |
| | EMPHASIS SHOULD BE PLACED ON AFFECTING THE BEHAVIOR OF THE | 02155013 |
| | RECEIVERS, NOT JUST TO WRITE TECHNICAL REPORTS OR MAKE | 02155014 |
| | SPEECHES. DISCUSS THE RELATIONSHIP BETWEEN TEACHING AND | 02155015 |
| | COMMUNICATION; SHOW FILM: EYE OF THE BEHOLDER. CAN WE | 02155016 |
| | PRESENT OURSELVES UNIFORMLY TO ALL PEOPLE RELATE THIS TO | 02155017 |
| | SPEECHES OF POLITICAL CANDIDATES. ARE THEY PERCEIVED IN | 02155018 |
| | THE SAME WAY AS TO THEIR INTENT OR MOTIVATION. ASK THE | 02155019 |
| | FOLLOWING QUESTIONS TO STIMULATE DISCUSSION: WHO IS MIKE | 02155020 |
| | GERARD LIST DOWN THE ANSWERS TO THE QUESTION. WHO HAS | 02155021 |
| | THE RIGHT DESCRIPTION OF MIKE GERARD DO WE HAVE ALL THE | 02155022 |
| | INFORMATION WE NEED ABOUT MIKE GERARD IF NO, WHO ELSE DO | 02155023 |
| | WE ASK ABOUT MIKE GERARD SO THAT WE WILL HAVE MORE | 02155024 |
| | INFORMATION ABOUT HIM ARE THESE OBSERVATIONS ABOUT MIKE | 02155025 |
| | GERARD MADE BY OTHER PEOPLE OBJECTIVE IF NO, WOULD IT | 02155026 |
| | HELP IF WE SHOWED THE FILM AGAIN, THIS TIME FROM THE | 02155027 |
| | STANDPOINT OF MIKE GERARD HIMSELF SHOW FILM AGAIN. ASK | 02155028 |
| | THE SAME QUESTION: WHO IS MIKE GERARD DO WE FEEL MORE | 02155029 |
| | CONFIDENT NOW IN DESCRIBING HIM THAN WE WERE BEFORE THIS | 02155030 |
| | HOW DO ALL THESE RELATE TO THE REPORTS WE HEAR ABOUT OTHER | 02155031 |
| | PEOPLE ABOUT OTHER PEOPLE YOU SEE IN THE MASS MEDIA DO | 02155032 |
| | WE NOW KNOW WHAT MIKE GIRARD IS REALLY LIKE DO WE ALWAYS | 02155033 |

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                BELIEVE WHAT PEOPLE TELL US ABOUT THEMSELVES  WHY  WHY NOT02155034
                HOW DO WE DECIDE                                          02155035
*SETTING        LARGE GROUP,  COLLEGE                                     02155011
*MATERIALS      FLANNEL BOARD;  VISUAL MATTERS ON PURPOSES OF              02155005
                COMMUNICATION;  FILM: EYE OF THE BEHOLDER.                02155006
*LEVEL          GRADES 1-4  GRADES 5-8                                    02155009
*GENERAL        ALL CANDIDATES                                            02155008
*HOURS          45 MINUTES                                                02155007
*EVALUATION     ANALYZE FILM EYE OF THE BEHOLDER REGARDING INFERRED       02155045
                PURPOSE OF THE SOURCE FROM THE POINT OF VIEW OF THE       02155046
                RECEIVER.  THE PURPOSE OF THIS EXERCISE IS TO MAKE THE    02155047
                STUDENTS AWARE OF THE IMPORTANCE OF FIDELITY OF           02155048
                COMMUNICATIONS AND CERTAIN FACTORS AFFECTING THEM.  ARE   02155049
                THE PURPOSES INDEPENDENT OF EACH OTHER  HOW CAN WE TELL   02155050
*FILE           BEHOLDER  INTENT  PERCEPTION                              02155010
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                WHICH PURPOSE WE HAVE ACCOMPLISHED  CITE PERSONAL         02155012
                EXPERIENCES WHEN COMMUNICATION INTENT WAS MISUNDERSTOOD;   02155013
                WHEN WE HAVE BEEN MISJUDGED (WE THINK).                   02155014
*SETTING        LARGE GROUP,  COLLEGE                                     02155011
*MATERIALS      FLANNEL BOARD,  VISUAL MATTERS ON PURPOSES OF              02155005
                COMMUNICATION;  FILM: EYE OF THE BEHOLDER.                02155006
*LEVEL          GRADES 1-4  GRADES 5-8                                    02155009
*GENERAL        ALL CANDIDATES                                            02155008
*HOURS          45 MINUTES                                                02155007
*FILE           BEHOLDER  INTENT  PERCEPTION                              02155010


*OBJECTIVES     TO DEMONSTRATE SOME OF THE FACTORS AFFECTING THE WAY WE    02156043
                PERCEIVE THE WORLD, ESPECIALLY THE MESSAGES TRANSMITTED TO02156044
                US,  TO CHALLENGE THE STATEMENT THAT SEEING IS BELIEVING.  02156045
*PREREQUISITE MODULE IN WHICH PARTICIPANTS VIEW AND DISCUSS THE FILM EYE02156046
                OF THE BEHOLDER.                                          02156047
*EXPERIENCE     BY MEANS OF OVERHEAD TRANSPARENCIES AND FLIPCHART, SHOW A  02156011
                NUMBER OF PERCEPTION DEVICES INCLUDING THREE LINES DRAWN   02156012
                AT 120 DEGREE ANGLES, THEN BOXED IN TO GIVE PERSPECTIVE OF02156013
                CUBE AND APPEARANCE OF 90 DEGREE ANGLES.  FOLLOW WITH     02156014
                MUELLER-LYER ILLUSION WITH THE LINE WHICH APPEARS          02156015
                SHORTER BEING DRAWN TO BE ONE OR MORE INCHES LONGER THAN   02156016
                THE LINE THAT APPEARS LONGER.  FOLLOW WITH EXAMPLE OF     02156017
                CLOSURE.  RELATE THESE TO STRUCTURAL PROPERTIES OF THE     02156018
                STIMULUS AS FACTORS AFFECTING PERCEPTIONS.  ALSO DEVELOP   02156019
                THE POINT THAT THE ASSUMPTIONS WHICH ONE BRINGS TO THE     02156020
                SITUATION AS A FACTOR INFLUENCING PERCEPTIONS.  ASK 104 OF02156021
                THE PARTICIPANTS TO IMAGINE THAT THEY ARE VERY POOR.       02156022
                OTHERS TO IMAGINE THAT THEY ARE RICH; THEN IMAGINE THAT    02156023
                THEY ARE HOLDING A HALF-DOLLAR COIN IN THEIR LEFT HAND     02156024
                AND THAT THEY THEN TAKE A PENCIL AND PAPER AND DRAW A      02156025
                CIRCLE THE SIZE OF THE COIN WHILE STILL HOLDING THE COIN   02156026
                IN THEIR HAND;  ASK HOW THE SIZE OF COIN THE POOR GROUP    02156027
                WILL DRAW WOULD COMPARE WITH THE SIZE THAT THE RICH GROUP  02156028
                WOULD DRAW.  DISCUSS EFFECT OF ACCUMULATION OF CONFIRMED   02156029
                HYPOTHESES (SET) ON PERCEPTIONS.                          02156030
                SHOW RAILROAD TRACKS, THEN MEN IN TUNNEL WITH CONVERGING   02156031
                LINES AS BACKGROUND.  ASK DISTANCE BETWEEN RAILROAD TRACKS02156032
                AND BASIS FOR JUDGMENT; THEN SHOW MEN IN TUNNEL AND ASK    02156033
                WHICH APPEARS NEAREST AND WHICH APPEARS TALLEST, THEN PULL02156034
                OVERLAY OF ONE MAN ACROSS OTHER TWO SHOWING THEM TO BE THE02156035
                SAME SIZE.  DISCUSS THE BASIS OF THE JUDGMENTS AND THE     02156036
                FACTORS AFFECTING THE PERCEPTIONS, THE BASIS FOR THE       02156037
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| | ASSUMPTIONS AND THE INFLUENCE OF THE FRAME OF REFERNECE. | 02156038 |
| | RELATE THE BEHAVIORS EXHIBITED WITH THESE | 02156039 |
| | DEMONSTRATIONS TO THE BEHAVIORS OBSERVED IN THE FILM EYE | 02156040 |
| | OF THE BEHOLDER AND THEIR OWN BEHAVIORS IN ANALYZING THAT | 02156041 |
| | FILM. | 02156042 |
| *SETTING | LARGE GROUP, COLLEGE | 02156010 |
| *MATERIALS | BLANK | 02156005 |
| *LEVEL | ALL GRADES | 02156008 |
| *GENERAL | ALL CANDIDATES | 02156007 |
| *HOURS | 1 1/2 | 02156006 |
| *EVALUATION | REPORT 10 INCIDENTS IN WHICH SOME OF THE FACTORS OF | 02156048 |
| PERCEPTION WERE OBSERVED TO OPERATE, AT LEAST 5 OF THESE INVOLVING | | 02156049 |
| | TEACHERS AND STUDENTS. | 02156050 |
| *FILE | PERCEPTION STRUCTURE CODES | 02156009 |

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|---|---|---|
| *OBJECTIVES | TO REINFORCE THEIR READINGS ON THE MODEL OF COMMUNICATION | 02157031 |
| | AS PREVIOUSLY DISCUSSED. TO GIVE CONCRETE ILLUSTRATIONS | 02157032 |
| | OF THE RELATIONSHIPS AMONG DIFFERENT PARTS OF THE | 02157033 |
| | COMMUNICATION PROCESS. TO EMPHASIZE THE POINT THAT THE | 02157034 |
| | MAJOR OBJECTIVE OF COMMUNICATING IS TO AFFECT PEOPLE'S | 02157035 |
| | BEHAVIOR. | 02157036 |
| *PREREQUISITE | PREVIOUS MODULE, 2153 | 02157037 |
| *EXPERIENCE | VIEW THE FILM: A COMMUNICATION PRIMER. DISCUSS THE | 02157012 |
| | ASPECTS OF COMMUNICATION AS RELATED TO BERLO'S SMCR MODEL. | 02157013 |
| | TIE IN WITH PREVIOUS READINGS. SHOW A PICTURE OF A MAN | 02157014 |
| | AND A WOMAN IN AN EMBRACE AT THE BUS STATION. LABEL THE | 02157015 |
| | PICTURE GOODBYE. LET THE CLASS DESCRIBE WHAT THEY SEE IN | 02157016 |
| | THE PICTURE. DESCRIBE WHAT THEY FELT WAS THE MOOD OF THE | 02157017 |
| | PICTURE. LIST ALL THE THINGS THEY OBSERVED IN THE PICTURE | 02157018 |
| | SHOW THE SAME PICTURE BUT THIS TIME, LABEL IT WELCOME HOME | 02157019 |
| | LET THE CLASS DESCRIBE WHAT THEY SEE IN THE PICTURE. | 02157020 |
| | DESCRIBE WHAT THEY FELT WAS THE MOOD OF THE PICTURE. | 02157021 |
| | LIST ALL THE THINGS THEY OBSERVED. CONTRAST THE TWO LISTS | 02157022 |
| | OF THE THINGS THEY OBSERVED IN THE SAME PICTURE WITH | 02157023 |
| | DIFFERENT CAPTIONS. ANALYSE THE DIFFERENCES. EXPLAIN HOW | 02157024 |
| | A RELATIVELY SIMPLE CHANGE IN CONTEXT COULD CHANGE THE | 02157025 |
| | WHOLE COMMUNICATION SITUATION. IT WILL BE OBSERVED THAT | 02157026 |
| | MOST STUDENTS WOULD AGREE ON THE MOOD OF THE TWO | 02157027 |
| | PICTURES:ONE IS SAD AND ONE IS HAPPY. HAS THIS SOMETHING | 02157028 |
| | TO DO WITH PRIOR EXPERIENCES AND THEREFORE, SHARED | 02157029 |
| | MEANINGS | 02157030 |
| *SETTING | LARGE GROUP, COLLEGE | 02157011 |
| *MATERIALS | FILM: A COMMUNICATION PRIMER, 16 MM. FILM,22 MINUTE, SOUND | 02157005 |
| | COLOR, MUSEUM OF MODERN ARTS, NEW YORK, 1956. | 02157006 |
| *LEVEL | GRADES 5-8 ALL GRADES | 02157009 |
| *GENERAL | ALL CANDIDATES | 02157008 |
| *HOURS | 45 MINUTES | 02157007 |
| *EVALUATION | MAKE A LIST OF EXAMPLES OF NOISE IN PARTICULAR | 02157038 |
| | COMMUNICATION SITUATIONS. HOW CAN YOU MINIMIZE NOISE IN A | 02157039 |
| | COMMUNICATION SITUATION. WHAT DOES CHANNEL CAPACITY MEAN | 02157040 |
| | AND HOW DOES IT AFFECT FIDELITY OF COMMUNICATION | 02157041 |
| *FILE | INTERPERSONAL PERCEPTION MODEL | 02157010 |

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| *OBJECTIVES | TO HELP TRAINEES IDENTIFY AND BECOME SENSITIVE TO EFFECTS | 02158030 |
| | OF SPACE IN THE COMMUNICATION SITUATION AND THE | 02158031 |
| | INTERPRETATIONS OF VARIOUS SPACE CUES. | 02158032 |
| *PREREQUISITE | NONE | 02158033 |
| *EXPERIENCE | HAVE TWO PERSONS SEATED OPPOSITE ONE ANOTHER ACROSS A WIDE | 02158012 |
| | DESK;HAVE TWO PERSONS SHIFT TO NARROW DESK, STILL SEATED | 02158013 |

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| | ACROSS FROM ONE ANOTHER; HAVE TWO PERSONS SEATED NEAR EACH | 02158014 |
| | OTHER AND FACING AT CORNER OF DESK. DISCUSS COMMUNICATION | 02158015 |
| | BEHAVIOR OF PERSON ENTERING OFFICE UNDER EACH OF THREE | 02158016 |
| | CONDITIONS, NOTING SUGGESTIONS OF FORMALITY AND | 02158017 |
| | INFORMALITY AND THE EXTENT TO WHICH THE INFORMAL SETTING | 02158018 |
| | WOULD OPEN OR CLOSE COMMUNICATION CHANNELS. NEXT HAVE | 02158019 |
| | PERSONS SITTING ON HIGH STOOLS, THEN ON LOW STOOLS, THEN | 02158020 |
| | ONE ON A HIGH STOOL AND ONE ON A LOW STOOL. DISCUSS | 02158021 |
| | INTERPRETATIONS OF THE HEIGHT DIFFERENCES AND THE EFFECTS | 02158022 |
| | ON COMMUNICATION BEHAVIOR. RE-ARRANGE TABLES AND CHAIRS | 02158023 |
| | IN AT LEAST THREE DIFFERENT PATTERNS DURING THE COURSE OF | 02158024 |
| | A DAY OF GROUP MEETINGS AND DISCUSS THE CHANGES IN | 02158025 |
| | COMMUNICATION PATTERNS WHICH OCCUR. CONTINUE THE | 02158026 |
| | DEMONSTRATION OF SPACE AS A COMMUNICATION CODE THROUGHOUT | 02158027 |
| | THE TRAINING PERIOD. ASSIGN SELECTED READINGS FROM EDWARD | 02158028 |
| | HALL'S BOOK, THE HIDDEN DIMENSION. | 02158029 |
| •SETTING | LARGE GROUP SMALL GROUP (1-12 STUDENTS), COLLEGE | 02158011 |
| •MATERIALS | FURNITURE WHICH IS EASILY AND QUICKLY RE-ARRANGED AND | 02158005 |
| | CHAIRS OF DIFFERENT HEIGHT AND STYLE. | 02158006 |
| •LEVEL | ALL GRADES | 02158009 |
| •GENERAL | ALL CANDIDATES | 02158008 |
| •GROUPS | 1/2 | 02158007 |
| •EVALUATION | EACH PERSON WRITE A PAPER TELLING HOW TO ARRANGE A ROOM | 02158034 |
| | FOR THREE DIFFERENT COMMUNICATION PURPOSES WHEN TWO | 02158035 |
| | PERSONS ARE INVOLVED; WHEN A GROUP OF 20-30 PERSONS ARE | 02158036 |
| | INVOLVED; WHEN A GROUP OF 100 OR MORE PERSONS ARE INVOLVED | 02158037 |
| •FILE | CODES MEANING SPACE | 02158010 |

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| •OBJECTIVES | TO IDENTIFY THE DIFFERENCES BETWEEN SIGNS AND SYMBOLS, AND | 02159025 |
| | THE RELATIONSHIPS AMONG DIFFERENT SYMBOLIC SYSTEMS, AS A | 02159026 |
| | BASIS FOR TEACHING LANGUAGE, ARTS, MATHEMATICS, MUSIC ETC. | 02159027 |
| •PREREQUISITE | NONE | 02159028 |
| •EXPERIENCE | VIEW THE FILM SIGNS AND SYMBOLS. THE FILM ILLUSTRATES THE | 02159011 |
| | DISTINCTION BETWEEN SIGNS AND SYMBOLS AND PRESENTS | 02159012 |
| | EXAMPLES OF SIGNS SUCH AS DARK CLOUDS AND PEOPLE IN RAIN | 02159013 |
| | GEAR AND WET STREETS; IT EMPHASISES THE NEAR CAUSAL | 02159014 |
| | RELATIONSHIPS BETWEEN SIGNS AND WHAT THEY SIGNIFY AND THE | 02159015 |
| | LARGELY ARBITRARY CHARACTER OF SYMBOLS-SUCH THAT THERE IS | 02159016 |
| | LITTLE RELATIONSHIP BETWEEN THE SIZE, COLOR AND SHAPE OF A | 02159017 |
| | COUNTRIES | 02159018 |
| | COUNTRY'S FLAG OR THE UNIFORM OF ITS POLICE AND | 02159019 |
| | ATTRIBUTES OF THE COUNTRY. A PIECE OF CLOTH IS JUST THAT, | 02159020 |
| | UNLESS IT HAPPENS TO CONTAIN STARS AND STRIPES IN A | 02159021 |
| | CERTAIN COMBINATION; THEN PEOPLE ARE WILLING TO KILL AND | 02159022 |
| | DIE TO SAVE IT. STUDENTS DISCUSS THE DIFFERENCES BETWEEN | 02159023 |
| | SIGNS AND SYMBOLS. | 02159024 |
| •SETTING | LARGE GROUP SMALL GROUP (1-12 STUDENTS), COLLEGE | 02159010 |
| •MATERIALS | FILM TO BE CREATED ALONG THE LINES SPECIFIED ABOVE. | 02159005 |
| •LEVEL | ALL GRADES | 02159008 |
| •GENERAL | ALL CANDIDATES | 02159007 |
| •GROUPS | 1 | 02159006 |
| •EVALUATION | LIST THREE DIFFERENCES BETWEEN GISN AND SYMBOLS NAME | 02159029 |
| | THREE SIGNS AND THREE SYMBOLS. EXPLAIN WHY THE THINGS YOU | 02159030 |
| | SELECT FIT THESE LABELS. HOW WOULD YOU USE THIS KNOWLEDGE | 02159031 |
| | IN TEACHING (WRITE ABOUT 2 PAGES.) | 02159032 |
| •FILE | SYMBOLS MEANING | 02159009 |

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| •OBJECTIVES | TO DEMONSTRATE THE ARBITRARINESS OF LABELING, THE | 02160032 |
| | ARBITRARINESS OF WORDS, AND THE CONSENSUAL NATURE OF | 02160033 |

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| | CATEGORIZING AND LABELING. TO DEMONSTRATE THE LEARNING OF | 02160034 |
| | MEANINGS FOR WORDS WITH EMPHASIS ON THE PATTERNS OF | 02160035 |
| | GENERALIZATION AND DISCRIMINATION. TO BECOME MORE | 02160036 |
| | SENSITIVE TO THE IMPLICATIONS OF THE PROPOSITION: MEANINGS | 02160037 |
| | ARE IN PEOPLE AND NOT IN SYMBOLS. | 02160038 |
| *PREREQUISITE | NONE, SPECIFICALLY; COMMUNICATION PROCESS MODULE WOULD BE | 02160039 |
| | HELPFUL. | 02160040 |
| *EXPERIENCE | TEACH MEANING FOR A NONSENSE SYLLABLE, ASSOCIATING IT WITH | 02160013 |
| | GEOMETRIC FIGURES. THE FIGURE MAY BE ANY FIGURE; ONE | 02160014 |
| | POSSIBILITY IS A FIGURE WHICH HAS A RIGHT ANGLE AT THE | 02160015 |
| | BASE WITH A TICK MARK ON THE OUTSIDE OF THE PERPENDICULAR | 02160016 |
| | LINE AND ON THE LOWER HALF OF THAT LINE. THE WORD IS | 02160017 |
| | SHOWN, THEN A SERIES OF FIGURES ARE SHOWN AND THE | 02160018 |
| | PARTICIPANTS SELECT IN AND OUT OF THE CATEGORY LABELED | 02160019 |
| | ZIF OR SOME OTHER NONSENSE WORD, AS THE TEACHER SAYS YES | 02160020 |
| | IT IS, OR NO, IT IS NOT A ZIF. THE TEACHER CONTINUALLY | 02160021 |
| | CHECKS WITH THE PARTICIPANTS TO SEE WHAT HYPOTHESES THEY | 02160022 |
| | HAVE DEVELOPED AND HOW THEY HAVE TESTED THEIR HYPOTHESES | 02160023 |
| | AND WITH WHAT RESULTS. AS THE BASIC HYPOTHESIS IS | 02160024 |
| | CONFIRMED BY MOST OF THE PARTICIPANTS, THEN THE TICK MARK | 02160025 |
| | MAY* BE MOVED CLOSER AND CLOSER TO THE HALFWAY POINT ON | 02160026 |
| | THE PERPENDICULAR TO FORCE FINER AND FINER DISCRIMINATION. | 02160027 |
| | PARTICIPANTS MAY BE ASKED TO DRAW OTHER ZIFS AND TO | 02160028 |
| | EXPRESS THEIR FEELINGS ABOUT ZIFS. IN DISCUSSION, RELATE | 02160029 |
| | TO OPERANT CONDITIONING. FOLLOW WITH FILM ENTITLED* | 02160030 |
| | BERFUNKLE. | 02160031 |
| *SETTING | LARGE GROUP, COLLEGE | 02160012 |
| *MATERIALS | NEWSPRING PAD AND FELT-TIP PEN. FILM: BERFUNKLE AVAILABLE | 02160005 |
| | FROM HENK NEWENHOUSE, INC. 1825 WILLOW ROAD, NORTHFIELD, | 02160006 |
| | ILLINOIS | 02160007 |
| *LEVEL | ALL GRADES | 02160010 |
| *GENERAL | ALL CANDIDATES | 02160009 |
| *HOURS | 3/4 HOUR | 02160008 |
| *EVALUATION | IDENTIFY 10 OR MORE ZIFS BY PERSONS YOU OBSERVE DURING THE | 02160041 |
| | NEXT 24 HOURS, GIVING CONTEXT IN WHICH EACH WAS USED AND | 02160042 |
| | EVIDENCE THAT IT WAS A ZIF. (ZIF IN THIS CONTEXT IS A | 02160043 |
| | WORD FOR WHICH IT WAS OBVIOUS THAT THERE WAS NO SHARED | 02160044 |
| | MEANING.) | 02160045 |
| *FILE | MEANING CODES CONCEPT LEARNING | 02160011 |

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| *OBJECTIVES | TO INCREASE THE UNDERSTANDING OF THE RELATIONSHIP BETWEEN | 02161019 |
| | LANGUAGE AND CULTURE. TO IMPRESS THE TRAINEES WITH THE | 02161020 |
| | SUBTLENESS WITH WHICH LANGUAGE AND CULTURE ARE LEARNED. | 02161021 |
| | TO RE-EMPHASIZE THE ARBITRARINESS OF CONCEPT LABELING. | 02161022 |
| *PREREQUISITE | IT IS NOT NECESSARY, BUT IT IS DESIRABLE THAT THE MODULE | 02161023 |
| | ON CONCEPT FORMATION PRECEDE THIS MODULE. | 02161024 |
| *EXPERIENCE | LISTEN TO EXCERPTS FROM RECORDING A WORD IN YOUR EAR- | 02161011 |
| | WHICH IS ONE SEGMENT OF THE WAYS OF MANKIND SERIES. USE | 02161012 |
| | THE SEGMENTS ILLUSTRATING CHILD TALK AND ADULT TALK, MALE | 02161013 |
| | TALK AND FEMALE TALK, THE LABELING OF AUTOS, AND THE | 02161014 |
| | MISBEHAVING CHILD SEQUENCE. DISCUSS THE SUBTLETY OF | 02161015 |
| | LEARNING VERBAL CODES, THE ROLE SPECIALIZATION REFLECTED | 02161016 |
| | IN CODES, THE ARBITRARINESS OF LABELING, AND THE RELATION | 02161017 |
| | BETWEEN LANGUAGE AND CULTURE. | 02161018 |
| *SETTING | LARGE GROUP, COLLEGE | 02161010 |
| *MATERIALS | RECORDING ENTITLED, A WORD IN YOUR EAR. | 02161005 |
| *LEVEL | PRE-SCH-K GRADES 1-4 GRADES 5-8 ALL GRADES | 02161008 |
| *GENERAL | GENERALIST SPECIALIST ALL CANDIDATES | 02161007 |
| *HOURS | 1 | 02161006 |
| *EVALUATION | DURING A CONVERSATION WITH A PERSON FROM ANOTHER SOCIAL | 02161025 |

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                CLASS OR COUNTRY, COMPILE A LIST OF WORDS WHICH REFLECT    02161026
                DIFFERENCES IN PATTERNS.  WRITE A STATEMENT SHOWING HOW    02161027
                THE NOTIONS CONTAINED IN THIS MODULE WOULD BE USED BY THE  02161028
                TRAINEE IN A TEACHING SITUATION.                           02161029
*FILE           MEANING  LANGUAGE  CULTURE                                 02161009
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*OBJECTIVES     TO ENABLE STUDENTS TO DIFFERENTIATE ONE LANGUAGE CODE FROM  02162018
                ANOTHER ON THE BASIS OF SOUND, (ALL FOREIGN LANGUAGES       02162019
                DON'T SOUND ALIKE,) AND RECOGNIZE THROUGH THE ATTEMPT AT    02162020
                TRANSCRIPTION, THAT CODES HAVE STRUCTURE, AND WE BRING TO   02162021
                OUR FIRST CONTACT WITH A NEW LANGUAGE, HABITS AND           02162022
                PRESUPPOSITIONS FROM OUR PAST EXPERIENCES.  TO BECOME       02162023
                SENSITIVE TO THEIR OWN BEHAVIOR IN TRYING TO COPE WITH AN   02162024
                UNFAMILIAR CODE.                                            02162025
*PREREQUISITE   MODULE ON CONCEPT FORMATION IN WHICH DISCRIMINATION AND     02162026
                GENERALIZATION PHENOMENA HAVE BEEN EMPHASIZED.  2160        02162027
*EXPERIENCE     LISTEN TO TAPE RECORDING OF EXCERPTS OF NEWSCASTS IN        02162012
                ENGLISH, CHINESE, RUSSIAN, SWAHILI (OR ANY COMBINATION OF   02162013
                FAMILIAR AND UNFAMILIAR LANGUAGES).  LET STUDENTS ATTEMPT   02162014
                TO SPELL (TRANSCRIBE) EACH MESSAGE.  AFTER THEIR ATTEMPT,   02162015
                A COPY OF ACCURATE TRANSCRIPTIONS IS PRESENTED FOR          02162016
                COMPARISON AND DISCUSSION.                                  02162017
*SETTING        LARGE GROUP,  COLLEGE                                       02162011
*MATERIALS      TAPE RECORDING - TO BE CREATED.  NOT AVAILABLE; BUT VOA     02162005
                MATERIALS COULD BE EASILY OBTAINED.                         02162006
*LEVEL          ALL GRADES                                                  02162009
*GENERAL        ALL CANDIDATES                                              02162008
*HOURS          1                                                           02162007
*EVALUATION     PLAY A TAPE RECORDING WITH 12 (40 SECONDS LONG) EXCERPTS    02162028
                FROM 4 OR 5 DIFFERENT LANGUAGES.  LET STUDENTS IDENTIFY     02162029
                WHICH ITEMS BELONG TO THE SAME LANGUAGE.  8 CORRECT         02162030
                IDENTIFICATIONS IS ACCEPTABLE PERFORMANCE.  LET STUDENTS    02162031
                STATE WHAT ITEMS IN THE EXCERPTS ASSISTED THEIR             02162032
                IDENTIFICATION.  LET STUDENTS STATE HOW THE THINGS          02162033
                WHICH THEY HAVE LEARNED IN THIS EXCERCISE WILL HELP THEM    02162034
                TEACH CODE DISCRIMINATION TO THEIR OWN STUDENTS.            02162035
*FILE           CODES  LANGUAGE  MEANING                                    02162010
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*OBJECTIVES     TO ENABLE STUDENTS TO IDENTIFY SOME OF THE ELEMENTS,       02163018
                ARRANGEMENTS AND COMBINATIONS OF THE PICTORIAL CODE         02163019
                AND BEGIN TO RELATE VERBAL AND NONVERBAL MATERIALS IN       02163020
                TERMS OF THEIR STRUCTURAL SIMILARITIES AND                  02163021
                DIFFERENCES.                                                02163022
*PREREQUISITE   NONE                                                        02163023
*EXPERIENCE     VIEW FILM STRIP HOW DOES A PICTURE MEAN  READ HARRISON      02163012
                (IN CAMPBELL AND HEPLER, P. 158-173.)  DISCUSS SUBJECT      02163013
                AND PREDICATE ELEMENTS OF A PICTURE AND RELATE THEM TO      02163014
                SUBJECT AND PREDICATE ELEMENTS OF THE ENGLISH LANGUAGE.     02163015
                HOW COMPARABLE ARE THE LANGUAGE OF PICTURES AND VERBAL      02163016
                LANGUAGE                                                    02163017
*SETTING        LARGE GROUP,  COLLEGE                                       02163011
*MATERIALS      HOW DOES A PICTURE MEAN  AVAILABLE FROM EASTMAN KODAK       02163005
                (NO. IS 215).                                               02163006
*LEVEL          ALL GRADES                                                  02163009
*GENERAL        ALL CANDIDATES                                              02163008
*HOURS          3/4                                                         02163007
*EVALUATION     LIST ELEMENTS OF PICTORIAL MESSAGES  PLAN A PICTORIAL       02163024
                MESSAGE AND DISCUSS ITS COMPOSITION IN TERMS OF THE         02163025
                GRAMMAR OF THE ELEMENTS INCORPORATED.                       02163026
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*FILE          CODES  LANGUAGES  MEANING                                    02163010

*OBJECTIVES    TO DEMONSTRATE THAT MEANINGS FOR VISUALS ARE VARIED AND    02164032
               LEARNED.  TO DEMONSTRATE THE INTENSITY OF MEANINGS         02164033
               DEVELOPED FOR MANY SYMBOLS AND THE PHYSIOLOGICAL REACTIONS 02164034
               THAT PEOPLE HAVE TO THESE SYMBOLS.                         02164035
*PREREQUISITE NONE REQUIRED, BUT CONCEPT FORMATION MODULE WOULD BE        02164036
               HELPFUL PRECEDING THIS ONE.                                02164037
*EXPERIENCE    SHOW THE PARTICIPANTS A SET OF SLIDES OF GRAPHIC SYMBOLS   02164012
               SUCH AS A CROSS, A 4-LEAF CLOVER, A SWASTIKA, CLASPED      02164013
               HANDS, ETC., FOR ABOUT SIX SYMBOLS.  ASK THE PARTICIPANTS  02164014
               INDIVIDUALLY TO WRITE DOWN WHAT THEY SEE, THEN LIST ON     02164015
               FLIP CHART FOR ALL TO SEE.  DISCUSS THE DIFFERENCES        02164016
               REPORTED, STRESSING THAT MEANINGS FOR NONVERBAL SYMBOLS    02164017
               ARE LEARNED JUST AS ARE THE MEANINGS FOR VERBAL SYMBOLS.   02164018
               SHOW INTENSITY OF MEANING WHICH SYMBOLS ACQUIRE BY ASKING  02164019
               IF ANYONE WOULD MIND IF I SHINE MY SHOES WITH A PIECE OF   02164020
               COLORED CLOTH.  GENERALLY THEY WILL SAY NO.  THEN ASK IF   02164021
               THEY WOULD MIND IF THIS CLOTH HAPPENED TO BE RED, WHITE    02164022
               AND BLUE.  GENERALLY THEY WILL BE VEHEMENTLY OPPOSED.      02164023
               THEN DISCUSS THE MEANINGS THAT BECOME ATTACHED TO SYMBOLS   02164024
               SUCH AS A FLAG AND THE INTENSITY WITH WHICH THESE          02164025
               MEANINGS ARE HELD.  THIS MAY BE FURTHER ILLUSTRATED BY     02164026
               FEEDING THE PARTICIPANTS SOME BREAKFAST FOOD THEN          02164027
               SHOWING THEM A DOGFOOD BAG WITH THE INTENDED IMPLICATION   02164028
               THAT WHAT THEY ARE EATING CAME FROM THE DOGFOOD BAG;       02164029
               AND/OR SHOW THE SEQUENCE OF PEANUTS CARTOON IN WHICH       02164030
               SNOOPY IS TOLD THAT HE HAS CATFOOD FOR SUPPER.             02164031
*SETTING       LARGE GROUP,  COLLEGE                                      02164011
*MATERIALS     SIX SLIDES OF GRAPHIC SYMBOLS, AN AMERICAN FLAG, AND FOOD  02164005
               OF SOME KIND.                                              02164006
*LEVEL         ALL GRADES                                                 02164009
*GENERAL       ALL CANDIDATES                                             02164008
*HOURS         1                                                          02164007
*EVALUATION    COMPILE A LIST OF 10 OR MORE NONVERBAL SYMBOLS WHICH HAVE  02164038
               BEEN OBSERVED TO HAVE VARIOUS MEANINGS AND VARIED          02164039
               INTENSITY OF MEANINGS BETWEEN TWO OR MORE PERSONS.  REPORT 02164040
               THE CONSEQUENCES OF THESE DIFFERENCES IN TERMS OF THE      02164041
               COMMUNICATION BETWEEN THE PERSONS INVOLVED.  AT LEAST      02164042
               THREE OF THE CASES SHOULD BE FROM TEACHER-STUDENT          02164043
               INTERACTION SITUATIONS.                                    02164044
*FILE          SYMBOLS  MEANING  CULTURE                                  02164010

*OBJECTIVES    TO ENABLE STUDENT TO DIFFERENTIATE AMONG DIFFERENT         02165020
               MUSICAL CODES, IDENTIFY SOME OF THEIR CONSTITUENT ELEMENTS 02165021
               AND THE RESPONSES THAT THEY CAN ELICIT.                    02165022
*PREREQUISITE NONE                                                       02165023
*EXPERIENCE    LISTEN TO TAPE RECORDINGS OF WESTERN AND NON WESTERN MUSIC 02165011
               LET ONE SET OF RECORDINGS REPRESENT THE SAME MOOD          02165012
               EXPRESSED IN DIFFERENT MUSICAL CULTURES; IN ANOTHER,       02165013
               DIFFERENT MOODS AS EXPRESSED IN THE SAME MUSICAL CULTURE.  02165014
               THE EXCERPTS COULD BE ABOUT 45 SECONDS LONG.  LET STUDENTS 02165015
               DISCUSS THE NATURE OF MUSICAL CODES IN TERMS OF ELEMENTS   02165016
               AND THEIR ARRANGEMENTS, AND ATTEMPT TO EXPLAIN HOW THE     02165017
               INTERPLAY OF ELEMENTS AND ARRANGEMENT IS RELATED TO        02165018
               THE DIFFERENCES AMONG MUSICAL CULTURES AND MOODS.          02165019
*SETTING       LARGE GROUP,  COLLEGE                                      02165010
*MATERIALS     TAPE RECORDING OF MUSICAL EXCERPTS - TO BE CREATED.        02165005
*LEVEL         ALL GRADES                                                 02165008
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*GENERAL        ALL CANDIDATES                                                  02165007
*HOURS          1                                                               02165006
*EVALUATION     PLAY TAPE WITH 10 EXCERPTS (40 SECONDS EACH) OF MUSIC           02165024
                FROM 4 OR 5 DIFFERENT CULTURES, LET STUDENTS:  IDENTIFY         02165025
                PIECES WHICH ARE THE SAME AND THOSE WHICH ARE DIFFERENT         02165026
                (I.E. EITHER SAME CULTURE OR SAME MOOD.)  SAY HOW MANY          02165027
                INSTRUMENTS (OR DIFFERENT SOUND-TYPES) EACH EXCERPT             02165028
                CONTAINS, COMMENT ON THEIR OWN ABILITY OR INABILITY TO          02165029
                IDENTIFY THE SOUND TYPES AND THEIR FEELINGS WHILE ENGAGED       02165030
                IN THIS TASK.  CHOOSE RECORDED MUSIC THAT WILL HELP CREATE      02165031
                SPECIFIC MOODS IN CLASSROOM, AND EXPLAIN THEIR CHOICE.          02165032
*FILE           CODES  MEANING  MUSIC                                           02165009
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*OBJECTIVES     TO ENABLE STUDENT TO IDENTIFY THE PRESENCE AND FUNCTION OF      02166020
                DIFFERENT MESSAGE CODES IN A COMPLEX COMMUNICATION              02166021
                SITUATION, AS WELL AS ANALYSE SUCH SITUATIONS IN TERMS OF       02166022
                ELEMENTS, COMPONENTS, AND STRUCTURING AND HOW THEY              02166023
                CONTRIBUTE TO THE EFFECTS OF COMMUNICATION.  TO COMPARE         02166024
                AND CONTRAST COMPONENTS AND STRUCTURING OF VERBAL,              02166025
                PICTORIAL AND MUSICAL CODES.                                    02166026
*PREREQUISITE   NONE                                                            02166027
*EXPERIENCE     VIEW A THREE-MINUTE SEQUENTIAL FILM CLIP OF A SCENE FROM A      02166011
                MUSICAL (EG. FANTASIA).  THE SCENE SHOULD CONTAIN SINGING,      02166012
                MOVEMENT, BACK DROP SCENERY, SOME DIALOG, ACTORS IN             02166013
                DIFFERENT COSTUMES.  THE FILM SHOULD BE MADE SO THAT            02166014
                THESE ELEMENTS CAN BE ADDED ONE AT A TIME, THIS                 02166015
                CONSTITUTIVE ANALYSIS BEING DONE AFTER STUDENTS HAVE BEEN       02166016
                EXPOSED TO THE FULL SCENE.  DISCUSS, BEFORE THE ANALYSIS,       02166017
                WHAT THE COMPONENTS OF THE SCENE ARE.  WHAT IS THE              02166018
                RELATIONSHIP AMONG THEM                                         02166019
*SETTING        LARGE GROUP,  COLLEGE                                           02166010
*MATERIALS      FILM TO BE CREATED.                                             02166005
*LEVEL          ALL GRADES                                                      02166008
*GENERAL        ALL CANDIDATES                                                  02166007
*HOURS          2                                                               02166006
*EVALUATION     LET STUDENTS SELECT ADVERTISEMENTS FROM NEWSPAPERS AND           02166028
                MAGAZINES AND ANALYSE THEIR CONTENT IN TERMS OF DIFFERENT       02166029
                CODES AND THEIR COMPONENTS.  LET STUDENT DEFINE CLASSROOM       02166030
                SITUATIONS AND HOW THEY WOULD USE DIFFERENT CODES IN            02166031
                COMMUNICATING IN SUCH SITUATIONS.  SUPPOSE A TEACHER            02166032
                WANTED TO CREATE A PARTICULAR MOOD IN A CLASSROOM THROUGH       02166033
                THE USE OF MOOD, SPACE AND COLOR COMBINATIONS.  SPECIFY         02166034
                THE MOOD AND WHAT COMBINATIONS OF CODES WOULD BE USED TO        02166035
                CONVEY IT.  EXPLAIN YOUR STRATEGY.                              02166036
*FILE           CODES  MEANING                                                  02166009
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*OBJECTIVES     TO COMPARE AND CONTRAST WAYS OF LABELLING, SO AS TO BE          02167018
                AWARE OF THE LABELLING PROCESS AND TO ASSIST THEIR              02167019
                STUDENTS EFFECTIVELY WHEN DIFFICULTIES INVOLVING CONCEPT        02167020
                FORMATION AND LABELLING BEHAVIOR ARISE.                         02167021
*PREREQUISITE   MODULE ON CONCEPT FORMATION.                                    02167022
*EXPERIENCE     PLAY THE GAME NAME ME A NAME IN WHICH DIFFERENT OBJECTS -       02167012
                DRAWINGS, PICTURES, MUSIC, NOISES, ARTIFACTS ARE PRESENTED      02167013
                AND STUDENTS ARE ASKED TO NAME THEM.  DISCUSS A DEGREES         02167014
                OF DIFFICULTY IN NAMING.  SIMILARITIES AND DIFFERENCES IN       02167015
                THE NAMES SUGGESTED BY THE CLASS  THE POSSIBLE REASONS FOR      02167016
                A AND B.                                                        02167017
*SETTING        LARGE GROUP,  COLLEGE                                           02167011
*MATERIALS      NAME ME A NAME - KIT CAN BE ASSEMBLED ACCORDING TO THE          02167005
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|---|---|---|
| | INGENUITY OF TEACHER. | 02167006 |
| *LEVEL | ALL GRADES | 02167009 |
| *GENERAL | ALL CANDIDATES | 02167008 |
| *HOURS | 3/4 | 02167007 |
| *EVALUATION | STUDENT COMPILE A LIST OF SENSATIONS AND EXPERIENCES | 02167023 |
| | AND THE EXTENT TO WHICH THEY ARE EXPRESSABLE IN VERBAL | 02167024 |
| | TERMS OR CAN BE LABELLED. | 02167025 |
| *FILE | LANGUAGE MEANING LABELLING | 02167010 |

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| *OBJECTIVES | TO DIFFERENTIATE DIFFERENT ASPECTS OF MEANING AND ASSESS | 02168031 |
| | THE CAPACITY OF DIFFERENT CODES TO CONVEY DENOTATIVE AND | 02168032 |
| | CONNOTATIVE INFORMATION IN SPECIFIC INSTANCES. | 02168033 |
| *PREREQUISITE | NONE | 02168034 |
| *EXPERIENCE | PRESENT AUDIO-VISUAL BATTERY WORDS AND THINGS DESIGNED TO | 02168012 |
| | DEMONSTRATE DIFFERENT KINDS OF MEANING THROUGH THE | 02168013 |
| | PRESENTATION OF MATERIALS IN DIFFERENT CODES; THUS, WE | 02168014 |
| | COULD SEE A WRITTEN STATEMENT THIS IS A MAN, WE COULD HEAR | 02168015 |
| | THE STATEMENT READ; WE COULD SEE A PICTURE OF A MAN, OR A | 02168016 |
| | LINE DRAWING OR AN IMPRESSIONISTIC PAINTING. WE COULD | 02168017 |
| | ACCOMPANY ANY OF THESE THINGS WITH BACKGROUND MUSIC OF ALL | 02168018 |
| | KINDS--MILITARY, RELIGIOUS, THE WILLIAM TELL OVERTURE; WE | 02168019 |
| | COULD CHANGE THE STATEMENT TO READ THIS IS A GREAT MAN OR | 02168020 |
| | THIS IS ABRAHAM LINCOLN OR THIS IS JOHN ROBINSON. HOW | 02168021 |
| | SIMILAR ARE THESE MEANINGS WHICH THE DIFFERENT | 02168022 |
| | COMBINATIONS ELICIT IN SOME CASES WHAT IS COMMUNICATED IS | 02168023 |
| | DENOTATIVE AND CLEAR; IN OTHERS IT IS CONNOTATIVE AND | 02168024 |
| | COULD BE AMBIGUOUS. WHAT IS THE CAPACITY OF DIFFERENT | 02168025 |
| | MESSAGE CODES FOR EXPRESSING CONNOTATIVE AND OR DENOTATIVE | 02168026 |
| | ASPECTS OF MEANING. DISCUSS AND ILLUSTRATE DENOTATIVE, | 02168027 |
| | CONNOTATIVE AND STRUCTURAL ASPECTS OF MEANING. RELATE TO | 02168028 |
| | ASPECT OF REALITY, AND SIGN RELATIONSHIPS AS PRESENTED IN | 02168029 |
| | DAVID K. BERLO'S, PROCESS OF COMMUNICATION. | 02168030 |
| *SETTING | LARGE GROUP, COLLEGE | 02168011 |
| *MATERIALS | AUDIO-VISUAL BATTERY INCORPORATING THE IDEAS EXPRESSED | 02168005 |
| | ABOVE. NOT AVAILABLE; TO BE CREATED. | 02168006 |
| *LEVEL | ALL GRADES | 02168009 |
| *GENERAL | ALL CANDIDATES | 02168008 |
| *HOURS | 1 1/2 | 02168007 |
| *EVALUATION | VIEW VIDEO TAPE OF CLASSROOM SCENE. ANALYSE THE | 02168035 |
| | COMMUNICATION IN TERMS OF DENOTATIVE AND CONNOTATIVE | 02168036 |
| | MEANING AND STATE HOW EACH IS CONVEYED. READ MARSHALL | 02168037 |
| | MCLUHAN'S THE MEDIUM IS THE MASSAGE; RELATE HIS POSITION | 02168038 |
| | TO THE EXPERIENCES INVOLVED IN THIS MODULE. | 02168039 |
| *FILE | CODES MEANING MEDIA | 02168010 |

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| *OBJECTIVES | TO ENABLE STUDENTS TO MANIPULATE BASIC MESSAGES TO ACHIEVE | 02169019 |
| | DIFFERENT EFFECTS THROUGH REARRANGEMENT OF THEIR ELEMENTS | 02169020 |
| | E.G. USE OF THE SAME AUDIO-VISUAL EQUIPMENT ON DIFFERENT | 02169021 |
| | OCCASIONS FOR DIFFERENT PURPOSES. AND TO IDENTIFY THE | 02169022 |
| | MOST PROBABLY EFFECTS | 02169023 |
| *PREREQUISITE | MODULES ON PERCEPTION AND MEANING. | 02169024 |
| *EXPERIENCE | TAPE RECORDING OF DANNY BOY PLAYED IN DIFFERENT RHYTHMS | 02169011 |
| | AND WITH DIFFERENT INSTRUMENTS. WHAT FEELINGS ARE EVOKED | 02169012 |
| | EACH TIME DISCUSS THE EFFECT OF SEQUENTIAL TIMING ON | 02169013 |
| | PERCEPTION AND MEANING;ALSO THE EFFECT OF SIMULTANEITY | 02169014 |
| | (EG. IN CHORDS OR MUSICAL ACCOMPANIMENT). CARRY ON A | 02169015 |
| | CONVERSATION WITH SOME PERSON WITH OTHER PEOPLE TALKING | 02169016 |
| | IN THE BACKGROUND; REPEAT THE CONVERSATION WITHOUT OTHERS | 02169017 |
| | TALKING. | 02169018 |

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*SETTING       LARGE GROUP,  COLLEGE                                          02169010
*MATERIALS     TAPE RECORDING OF THE MUSIC TO BE MADE.                        02169005
*LEVEL         ALL GRADES                                                     02169008
*GENERAL       ALL CANDIDATES                                                 02169007
*HOURS         3/4                                                            02169006
*EVALUATION    LET STUDENT CATEGORISE EXCERPTS OF MUSIC ACCORDING TO THE      02169025
               FEELINGS AROUSED BY THEM.  ATTEMPT TO ANALYSE THE              02169026
               FEELINGS IN TERMS OF THE CHARACTERISITCS OF THE MUSIC.         02169027
               HOW IS THIS RELATED TO COMMUNICATION THROUGH OTHER             02169028
               MESSAGE CODES                                                  02169029
*FILE          LANGUAGE  STYLE  MEANING                                       02169009
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*OBJECTIVES    TO IDENTIFY BASIC PROCESSES AT WORK AMONG SYMBOLIC SYSTEMS     02170014
               ESPECIALLY MATHEMATICS AND VERBAL LANGUAGE IN ORDER TO USE     02170015
               THE EXPERIENCE FROM EACH TO AID PUPILS LEARNING ALL TYPES      02170016
               OF SYMBOLIC BEHAVIOR.                                          02170017
*PREREQUISITE  BLANK                                                         02170018
*EXPERIENCE    PRESENT A DEMONSTRATION OF THE NOTION OF SETS AND              02170011
               SUBSETS, AND THE COMBINATION OF FORMS AS APPLIED TO VERBAL     02170012
               LANGUAGE, MUSIC, GEOMETRY, ALGEBRA, NUMBERS.                   02170013
*SETTING       LARGE GROUP,  COLLEGE                                          02170010
*MATERIALS     BLANK                                                          02170005
*LEVEL         ALL GRADES                                                     02170008
*GENERAL       ALL CANDIDATES                                                 02170007
*HOURS         1                                                              02170006
*EVALUATION    STUDENTS DEVELOP EXERCISE TO SHOW THE EQUIVALENCES             02170019
               BETWEEN THE LANGUAGE CODE AND THE MATHEMATICAL CODE.           02170020
               IDENTIFY COMBINING ELEMENTS (EG. AND, +) IN BOTH CODES         02170021
               AND HOW SIMILAR OR DIFFERENT THEY MAY BE. INCLUDE IN           02170022
               EXERCISE HOW THEY WOULD TRY TO ACHIEVE TRANSFER IN             02170023
               LEARNING FROM ONE SYMBOLIC SYSTEM TO ANOTHER.                  02170024
*FILE          LANGUAGE  MATHEMATICS  MEANING                                 02170009
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*OBJECTIVES    TO DEVELOP AN AWARENESS OF AND SOME MEANS OF COPING WITH       02171024
               THE CONSEQUENCES OF RESTRICTED LANGUAGE CODES ON THE PART      02171025
               OF STUDENTS.                                                   02171026
*PREREQUISITE  MODULES 2159-2170 BY OPJBOR + SARBAUGH                        02171027
*EXPERIENCE    VIEW SOUND-ON-FILM OR VIDEOTAPED SEQUENCE OF TWO PAIRS OF      02171013
               ANGRY CHILDREN, ONE PAIR WITH LIMITED VERBAL REPERTORIRE        02171014
               AND ONE WITH EXTENSIVE VERBAL REPERTOIRE.  LOOK FOR            02171015
               DIFFERENCES IN AMOUNT OF NEW AND IDIOSYNCRATIC                 02171016
               INFORMATION TRANSMITTED THROUGH THE NONVERBAL CODE.            02171017
               THE SEQUENCES WOULD BE INTENDED TO SHOW THAT THE MORE          02171018
               LIMITED VERBAL REPERTOIRE IS RELATED TO AN INCREASE IN         02171019
               NONVERBAL EXCHANGE, INCLUDING PHYSICAL ATTACK.  READ           02171020
               ARTICLE BY B. BERNSTEIN: ELABORATED AND RESTRICTED CODES--     02171021
               THEIR SOCIAL ORIGINS AND SOME CONSEQUENCES, AMERICAN           02171022
               ANTHROPOLOGIST 66:6:2: 55-69, DEC. 1964.                       02171023
*SETTING       LARGE GROUP,  COLLEGE                                          02171012
*MATERIALS     VIDEOTAPE OR FILM TO BE PREPARED TO SHOW THE DIFFERENCES        02171005
               IN VERBAL NONVERBAL BEHAVIOR BETWEEN THE PERSONS IN EACH       02171006
               OF THE PAIRS OF CHILDREN, YOUTH OR ADULTS.                     02171007
*LEVEL         ALL GRADES                                                     02171010
*GENERAL       ALL CANDIDATES                                                 02171009
*HOURS         1/4                                                            02171008
*EVALUATION    HAVE TRAINEES STATE HOW THEY WOULD DETECT RESTRICTED CODES     02171028
               ON THE PART OF A STUDENT AND WHAT THEY WOULD DO ABOUT IT.      02171029
*FILE          CODES  MEANING  CULTURE                                        02171011
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|---|---|---|
| *OBJECTIVES | TO TIE IN CLOSELY PREVIOUS DISCUSSIONS ON COMMUNICATION | 02172020 |
| | PURPOSE WITH THE TEACHER≠S RESPONSIBILITY IN THE | 02172021 |
| | CLASSROOM. TO MAKE THE STUDENTS SENSITIVE TO NON-VERBAL | 02172022 |
| | CUES WHICH MAY BE SIGNS OF DISINTEREST (YAWNING, | 02172023 |
| | LOOKING AT WATCHES ETC.) AND HOW THESE WOULD AFFECT | 02172024 |
| | ATTENTION AND PERFORMANCE IN THE CLASSROOMS. | 02172025 |
| *PREREQUISITE | READ, EDGAR DALE, AUDIO-VISUAL METHODS IN TEACHING, PP. | 02172026 |
| | 1-70. | 02172027 |
| *EXPERIENCE | VIEW FILM ACCENT ON LEARNING;THE FILM SHOULD EMPHASIZE ONE | 02172011 |
| | MAIN POINT:THE CLOSE RELATIONSHIP BETWEEN LEARNING AND | 02172012 |
| | COMMUNICATION AND HOW THE TEACHER COULD STRUCTURE THE | 02172013 |
| | LEARNING SITUATION FOR MAXIMUM EFFICIENCY. FOCUS | 02172014 |
| | ATTENTION TO BEING SENSITIVE TO VERBAL AS WELL AS | 02172015 |
| | NONVERBAL CUES COMING FROM THE STUDENTS. TURN THE CASE | 02172016 |
| | AROUND AND HAVE THEM ANALYZE THEMSELVES FOR POSSIBLE | 02172017 |
| | NON-VERBAL CUES WHICH THEY COMMUNICATE TO THEIR STUDENTS | 02172018 |
| | AS SIGNS OF THEIR OWN DISINTEREST AND UNPREPAREDNESS. | 02172019 |
| *SETTING | LARGE GROUP, COLLEGE | 02172010 |
| *MATERIALS | FILM: ACCENT ON LEARNING | 02172005 |
| *LEVEL | ALL GRADES | 02172008 |
| *GENERAL | ALL CANDIDATES | 02172007 |
| *HOURS | 40 MINUTES | 02172006 |
| *EVALUATION | DISCUSS THE RELATIONSHIP BETWEEN COMMUNICATION AND | 02172028 |
| | LEARNING. GIVEN A CERTAIN TOPIC TO TEACH TO THE STUDENTS, | 02172029 |
| | DEVISE MEANS OF HOLDING THE STUDENTS≠ INTEREST AND | 02172030 |
| | ATTENTION AT THE MAXIMUM. | 02172031 |
| *FILE | FILM LEARNING COMMUNICATION | 02172009 |

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| *OBJECTIVES | TO EMPHASIZE THE IMPORTANCE OF BEING RECEIVER-ORIENTED IN | 02173018 |
| | A COMMUNICATION SITUATION. TO INTRODUCE THE NOTION OF | 02173019 |
| | EMPATHY AND HOW EMPATHIC INDIVIDUALS COMMUNICATE. TO | 02173020 |
| | BECOME AWARE OF THE NOTION THAT SKILL IN ROLE-PLAYING AND | 02173021 |
| | ROLE-TAKING IS DIRECTLY RELATED TO RECEIVER-ORIENTATION. | 02173022 |
| *PREREQUISITE | NONE | 02173023 |
| *EXPERIENCE | ROLE-PLAY SITUATIONS WHERE TWO PEOPLE ARE IN | 02173011 |
| | CONVERSATION. DEMONSTRATE THE FOLLOWING TYPE OF | 02173012 |
| | RELATIONSHIPS: COMPLETELY INDEPENDENT - EACH ONE GOES | 02173013 |
| | HIS OWN WAY, DOES≠T LISTEN TO OTHER. SEMI-DEPENDENT | 02173014 |
| | INTER-DEPENDENT (EMPATHIC COMMUNICATION) DISCUSS THE | 02173015 |
| | DIFFERENCES OBSERVED IN THE 3 COMMUNICATION SITUATIONS. | 02173016 |
| | INTRODUCE TERM, EMPATHY. | 02173017 |
| *SETTING | LARGE GROUP, COLLEGE | 02173010 |
| *MATERIALS | NONE | 02173005 |
| *LEVEL | ALL GRADES | 02173008 |
| *GENERAL | ALL CANDIDATES | 02173007 |
| *HOURS | 45 MINUTES | 02173006 |
| *EVALUATION | CITE OTHER INSTANCES OF THE THREE TYPES OF | 02173024 |
| | INTER-DEPENDENCE IN INTERPERSONAL COMMUNICATION. HAVE | 02173025 |
| | STUDENTS PLAY TWO OR MORE ROLES AND HAVE PEERS IN CLASS | 02173026 |
| | DISCUSS THEIR ROLE-PLAYING PERFORMANCES. USE COMM MODEL | 02173027 |
| | TO ANALYZE PERFORMANCE. | 02173028 |
| *FILE | INTER-DEPENDENCE INTERACTION EMPATHY | 02173009 |

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| *OBJECTIVES | TO ACQUAINT THE STUDENTS WITH THE DIFFERENT CHANNELS OF | 02174034 |
| | COMMUNICATIONS AND THE SENSES INVOLVED. TO APPRECIATE | 02174035 |
| | THE RELATIVE MERITS AND DEMERITS OF EACH CHANNEL IN TERMS | 02174036 |
| | OF THE COMMUNICATION PURPOSE AT HAND. | 02174037 |
| *PREREQUISITE | READ ROGERS (1968) COMMUNICATION CHANNELS AND THE | 02174038 |
| | DIFFUSION OF INNOVATIONS READ E. DALES, AUDIO-VISUAL | 02174039 |

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|---|---|---|
| | METHODS IN TEACHING, PP. 1-12; 42-56 (1954). | 02174043 |
| *EXPERIENCE | VIEW A SET OF TRANSPARENCIES IN OVERHEAD PROJECTOR OR | 02174012 |
| | TABLE COMPARING MASS MEDIA VS. INTERPERSONAL CHANNELS. | 02174013 |
| | DISCUSS THE NATURE AND NUMBER OF SENSES INVOLVED, THEIR | 02174014 |
| | LIMITATIONS AND WHAT THEY CAN ACCOMPLISH IN TERMS OF THE | 02174015 |
| | COMMUNICATION PURPOSE. KNOW THE ADVANTAGES AND | 02174016 |
| | DISADVANTAGES OF SINGLE CHANNELS AND CHANNEL COMBINATIONS. | 02174017 |
| | DIVIDE THE CLASS INTO FOUR GROUPS. ONE GROUP SHOULD ONLY | 02174018 |
| | READ ABOUT A MESSAGE. THE SECOND GROUP SHOULD HEAR THE | 02174019 |
| | SAME MESSAGE BROADCAST OVER THE RADIO. PERHAPS, A TAPE | 02174020 |
| | RECORDING WOULD SUFFICE. THE THIRD GROUP SHOULD BOTH | 02174021 |
| | READ AND HEAR THE MESSAGE. FOURTH GROUP SHOULD RECEIVE THE | 02174022 |
| | MESSAGE FACE-TO-FACE FROM ONE OTHER PERSON IN A | 02174023 |
| | CONVERSATIONAL SETTING. THE MESSAGE SHOULD BE ANYTHING | 02174024 |
| | WHICH HAS DETAILS. OVERALL MESSAGE LENGTH SHOULD BE | 02174025 |
| | LESS THAN FIVE MINUTES. TEST FOR COMPREHENSION OF THE | 02174026 |
| | MESSAGE. WHICH GROUP MADE A HIGHER AVERAGE SCORE IN THE | 02174027 |
| | COMPREHENSION TEST WHY COULD THE USE OF MULTIPLE | 02174028 |
| | CHANNELS BE A FACTOR IN THE RESULTS RELATE TO FEEDBACK. | 02174029 |
| | COMPARE AND CONTRAST MASS VS. INTERPERSONAL CHANNELS ALONG | 02174030 |
| | SUCH DIMENSIONS AS FLEXIBILITY AND RIGIDITY, FIDELITY, | 02174031 |
| | APPARENT SUCCESS IN ATTITUDE AND BEHAVIOR CHANGE, GIVING | 02174032 |
| | INFORMATION TO A DIVERSE AUDIENCE, ETC. | 02174033 |
| *SETTING | LARGE GROUP, COLLEGE | 02174011 |
| *MATERIALS | SET OF TRANSPARENCIES LIKE THOSE USED BY ROGERS IN THE | 02174005 |
| | DIFFUSION CLASS (COMM. 470). | 02174006 |
| *LEVEL | ALL GRADES | 02174009 |
| *GENERAL | ALL CANDIDATES | 02174008 |
| *HOURS | 1 | 02174007 |
| *EVALUATION | DISSEMINATING INFORMATION OVER A WIDE GEOGRAPHICAL AREA. | 02174041 |
| | CREATING KNOWLEDGE OR AWARENESS OF AN IDEA. AFFECTING | 02174042 |
| | THE BEHAVIOR PATTERNS OF PEOPLE (E.G., PERSUADING THEM | 02174043 |
| | TO ADOPT AN INNOVATION OR A NEW PRACTICE.) | 02174044 |
| *FILE | CHANNELS MASS INTERPERSONAL | 02174010 |

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| *OBJECTIVES | TO DEMONSTRATE THE DIFFICULTY OF TEACHING WITHOUT VISUAL | 02175026 |
| | AIDS AND DEPENDING PURELY ON THE VERBAL LEVEL AND ONE-WAY | 02175027 |
| | COMMUNICATION. TO EMPHASIZE THE IMPORTANCE OR NEED FOR | 02175028 |
| | MULTI-CHANNEL APPROACH TO TEACHING AND COMMUNICATION. TO | 02175029 |
| | DEMONSTRATE THE EFFECTS OF NO FEEDBACK VS FEEDBACK. | 02175030 |
| *PREREQUISITE | PREVIOUS READINGS ON DALE, EDGAR. | 02175031 |
| *EXPERIENCE | STRUCTURE THE FOLLOWING SITUATION. SELECT A STUDENT AND | 02175012 |
| | PUT HIM BEHIND A BOARD WHERE HE CANNOT SEE A SET OF | 02175013 |
| GEOMETRIC FIGURES: | THERE ARE A SET OF RECTANGLES. THE JOB OF THE | 02175014 |
| | CLASS IS TO INSTRUCT VERBALLY THE OTHER STUDENTS (WHO | 02175015 |
| CANNOT SEE THE RECTANGLES) | HOW TO DRAW THE RECTANGLES. DISCUSS WHY IT | 02175016 |
| | IS A DIFFICULT TASK. ALLOW NO QUESTIONS OR OTHER | 02175017 |
| | FEEDBACK FROM THOSE ATTEMPTING TO FOLLOW THE INSTRUCTIONS. | 02175018 |
| | HAVE THE PERSON REPEAT THE EXERCISE WITH A NEW SET OF | 02175019 |
| | DIAGRAMS, BUT IN THE SECOND CASE ALLOW FEEDBACK; ENCOURAGE | 02175020 |
| | THOSE TRYING TO DRAW THE RECTANGLES TO ASK QUESTIONS. | 02175021 |
| | KEEP A RECORD OF TIME IN THE TWO SITUATIONS AND ALSO | 02175022 |
| | RECORD ESTIMATES OF ACCURACY AND FEELINGS OF SATISFACTION | 02175023 |
| | PRIOR TO SHOWING RESULTS OF THE EFFORT TO DRAW THE | 02175024 |
| | RECTANGLES. | 02175025 |
| *SETTING | LARGE GROUP, COLLEGE | 02175011 |
| *MATERIALS | SCREEN OR SEPARATE ROOM TO ELIMINATE ALL BUT VOICE CONTACT | 02175005 |
| | BETWEEN SOURCE AND AUDIENCE | 02175006 |
| *LEVEL | ALL GRADES | 02175009 |
| *GENERAL | ALL CANDIDATES | 02175008 |

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| *HOURS | 1 1/2 | 02175007 |
| *EVALUATION | DEVISE OTHER EXAMPLES (E.G. GAMES) WHICH WOULD ILLUSTRATE THE PRINCIPLE LEARNED IN THIS MODULE. DEVISE SOME STRATEGIES WHICH WOULD HELP YOU OVERCOME THE LIMITATIONS OF THE ONE-WAY CHANNEL OF COMMUNICATION. | 02175032<br>02175033<br>02175034<br>02175035 |
| *FILE | CHANNELS VERBAL NO FEEDBACK | 02175010 |

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| *OBJECTIVES | TO MAKE THE STUDENTS APPRECIATE THE IMPORTANCE OF INTERPERSONAL CHANNELS IN CHANGING ATTITUDES AND/OR BEHAVIOR OF THE RECEIVER. | 02176034<br>02176035<br>02176036 |
| *PREREQUISITE | READ KATZ (1957) THE TWO-STEP FLOW OF COMMUNICATION - AN UP-TO-DATE REPORT ON AN HYPOTHESIS BOBBS-MERILL REPRINT, S-157. READ KATZ AND LAZARSFELD (1955), CHAPTER II, PP. 31-52 (INTERPERSONAL INFLUENCES) READ ROGERS (1968) COMMUNICATION CHANNELS AND THE DIFFUSION OF INNOVATIONS. | 02176037<br>02176038<br>02176039<br>02176040<br>02176041 |
| *EXPERIENCE | DISCUSS THE COMPLIMENTARITY BETWEEN MASS MEDIA CHANNELS AND INTERPERSONAL CHANNELS. EMPHASIZE THE IMPORTANCE OF INTERPERSONAL MEDIATION IN EXPLAINING MEDIA (MASS) EFFECTS IN CHANGING ATTITUDES AND BEHAVIOR. INTRODUCE THE CONCEPT OF OPINION LEADERSHIP. DISCUSS THE N-STEP, TWO-STEP FLOW OF COMMUNICATION: FIRST STEP-INFORMATION THROUGH THE MASS MEDIA. SECOND STEP-PERSUASION THROUGH INTERPERSONAL MEDIA WITH STEP-INFORMATION AND/OR PERSUASION THROUGH OTHER PERSONS. EMPHASIZE THE POINT THAT THE MODEL DOES NOT PRECLUDE THE MASSES BEING SEPARATED FROM THE MASS MEDIA. THE MAIN POINT IS THAT OPINION LEADERS ARE PERSUADED BY THE MEDIA AND IN TURN PERSUADE THOSE LESS ACTIVE SEGMENTS OF THE POPULATION. RELATE TO THE FARM FORUM TECHNIQUES. ASK THE STUDENTS TO LOOK BACK AND ANALYZE THEIR COMMUNICATION BEHAVIORS WHEN JFK WAS ASSASSINATED; WHEN MARTIN LUTHER KING WAS ASSASSINATED; WHEN RFK WAS ASSASSINATED. ANSWER SUCH QUESTIONS AS: WHEN DID YOU HEAR THE NEWS THROUGH WHAT MEDIUM WHERE WERE YOU WHEN YOU FIRST HEARD THE NEWS WHOM WERE YOU WITH, WHAT DID YOU DO IMMEDIATELY UPON HEARING THE NEWS DID YOU TALK ABOUT IT WITH OTHER PEOPLE THESE QUESTIONS ARE DESIGNED TO MAKE THEM AWARE OF THE TRANSMISSION OF MESSAGES. | 02176012<br>02176013<br>02176014<br>02176015<br>02176016<br>02176017<br>02176018<br>02176019<br>02176020<br>02176021<br>02176022<br>02176023<br>02176024<br>02176025<br>02176026<br>02176027<br>02176028<br>02176029<br>02176030<br>02176031<br>02176032<br>02176033 |
| *SETTING | LARGE GROUP, COLLEGE | 02176011 |
| *MATERIALS | FLANNEL BOARD AND ILLUSTRATION OF THE 2-STEP FLOW OF COMMUNICATION. | 02176005<br>02176006 |
| *LEVEL | ALL GRADES | 02176009 |
| *GENERAL | ALL CANDIDATES | 02176008 |
| *HOURS | 40 MINUTES | 02176007 |
| *EVALUATION | DEVISE A STRATEGY TO INFORM A LARGE SEGMENT OF A POPULATION OF THE DANGER OF RADIATION FROM OVEREXPOSURE TO X-RAYS. EXAMINE THE RELATIONSHIPS OF THESE CHANNELS IN TERMS OF THE COMMUNICATION PURPOSE YOU HAVE IN MIND. GIVE EXAMPLES OF OPINION LEADERS IN EVERYDAY LIFE. ANALYZE YOUR COMMUNICATION BEHAVIOR DURING THE REPUBLICAN AND DEMOCRATIC NATIONAL CONVENTIONS. | 02176042<br>02176043<br>02176044<br>02176045<br>02176046<br>02176047<br>02176048 |
| *FILE | OPINION LEADERSHIP INTERPERSONAL MASS | 02176010 |

| | | |
|---|---|---|
| *OBJECTIVES | TO INTRODUCE THE BASIC PSYCHOLOGY OF RUMOR AND ILLUSTRATE THE PRINCIPLES INVOLVED WITH EXAMPLES. TO EXPLAIN THE NOTIONS OF SHARPENING, LEVELLING AND ASSIMILATION AS RELATED TO SERIAL TRANSMISSION OF EVENTS. | 02177018<br>02177019<br>02177020<br>02177021 |
| *PREREQUISITE | READ ALLPORT AND POSTMAN (1945) THE BASIC PSYCHOLOGY OF RUMOR, TRANSACTIONS OF NEW YORK ACADEMY OF SCIENCE, 8: 61-81. READ SHIBUTANI, TAMOTSU: IMPROVISED NEWS, 1966, | 02177022<br>02177023<br>02177024 |

| | | |
|---|---|---|
| | PP: 1-29. | 02177025 |
| *EXPERIENCE | VIEW FILM: FIDELITY OF REPORT. INTRODUCE THE RUMOR CLINIC | 02177012 |
| | USE 5 OR 6 PEOPLE TRANSMITTING THE MESSAGE SEEN BY THE | 02177013 |
| | FIRST IN SERIAL FASHION. DISCUSS THE THINGS THAT WENT ON | 02177014 |
| | IN THE SERIAL TRANSMISSION OF WHAT THE FIRST INDIVIDUAL | 02177015 |
| | SAW IN THE FILM. COMPARE THE VERSION OF THE 5TH OR 6TH | 02177016 |
| | MAN WITH THE FIRST MAN≠S VERSION. RERUN FILM. | 02177017 |
| *SETTING | LARGE GROUP, COLLEGE | 02177011 |
| *MATERIALS | FILM: FIDELITY OF REPORT ABOUT 2 MINUTES, SILENT, BLACK | 02177005 |
| | AND WHITE. AVAILABLE AT MSU/AID COMMUNICATION SEMINARS. | 02177006 |
| *LEVEL | ALL GRADES | 02177009 |
| *GENERAL | ALL CANDIDATES | 02177008 |
| *HOURS | 45 MINUTES | 02177007 |
| *EVALUATION | GIVE EXAMPLES OF OTHER RUMORS WHICH YOU HAVE HEARD OF | 02177026 |
| | LATELY. HOW WOULD YOU GO ABOUT VERIFYING RUMORS WHEN YOU | 02177027 |
| | HEAR ONE WHAT HAPPENED IN THE SERIAL TRANSMISSION | 02177028 |
| | OBSSRVED FROM ONE INDIVIDUAL TO ANOTHER HOW DOES THIS | 02177029 |
| | RELATE TO COMMON EVERYDAY HAPPENINGS WHEN ONLY ONE SEES | 02177030 |
| | AND THE REST JUST HEAR. | 02177031 |
| *FILE | RUMOR MESSAGE TRANSMISSION FIDELITY | 02177010 |

| | | |
|---|---|---|
| *OBJECTIVES | CRITICALLY ANALYZE THE CONTENT OF THE BROADCAST IN TERMS | 02178020 |
| | OF THE SUGGESTIONS, APPEALS, AND AUTHENTICITY FROM THE | 02178021 |
| | STANDPOINT OF LISTENERS. TO GIVE POSSIBLE EXPLANATIONS | 02178022 |
| | WHY CERTAIN LISTENERS BEHAVED AS THEY DID. TO BECOME | 02178023 |
| | AWARE OF ELEMENTS THAT WILL HELP ONE BECOME MORE CRITICAL | 02178024 |
| | MASS COMMUNICATION CONSUMERS. | 02178025 |
| *PREREQUISITE | READ CANTRIL (IN MACCOBY, ET. AL., READINGS IN SOCIAL | 02178026 |
| | PSYCHOLOGY ≠THE INVASION FROM MARS≠ (1958) PP. 291-300. | 02178027 |
| | READ KLAPPER, (1960) THE EFFECTS OF MASS COMMUNICATION, | 02178028 |
| | PP. 15-52. MEDALIA AND LARSEN, ≠DIFFUSION AND BELIEF IN | 02178029 |
| | A COLLECTIVE DELUSION: THE SEATTLE WINDSHIELD PITTING | 02178030 |
| | EPIDEMIC≠, AMERICAN SOCIOLOGICAL REVIEW, APRIL 1954 | 02178031 |
| *EXPERIENCE | LISTEN TO A REBROADCAST OF ORSON WELL≠S ≠INVASION FROM | 02178011 |
| | MARS≠, DISCUSS FINDINGS OF RESEARCH ON BEHAVIOR UNDER | 02178012 |
| | STRESS OR EXTREME CONDITIONS. THIS IS ALSO AN EXAMPLE OF | 02178013 |
| | ≠DIRECT≠ EFFECTS OF THE MASS MEDIA. EMPHASIZE THE POINT | 02178014 |
| | MADE BY KLAPPER (1960): THE MASS MEDIA EFFECTS ARE DIRECT | 02178015 |
| | IN SO FAR AS THE MESSAGES CONFORM TO THE EXPECTATIONS AND | 02178016 |
| | BELIEFS AND OF THE RECEIVER. DISCUSS ELEMENTARY NOTIONS | 02178017 |
| | OF CREDIBILITY AND RELATE TO MASS MEDIA IN CLASSROOMS: | 02178018 |
| | BOOKS RECORDINGS, ETC. | 02178019 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 02178010 |
| *MATERIALS | TAPE RECORDING OF ≠ORSON WELL≠S INVASION FROM MARS.≠ | 02178005 |
| *LEVEL | ALL GRADES | 02178008 |
| *GENERAL | ALL CANDIDATES | 02178007 |
| *HOURS | 2 | 02178006 |
| *EVALUATION | GIVE OTHER EXAMPLES OF SOME DIRECTEFFECTS OF THE MASS | 02178032 |
| | MEDIA IN AFFECTING THE BEHAVIOR OF PEOPLE, ESPECIALLY OWN. | 02178033 |
| *FILE | PERSUASION MEDIA EFFECTS CREDIBILITY | 02178009 |

| | | |
|---|---|---|
| *OBJECTIVES | TO SIMULATE THE DIFFUSION OF INNOVATION IN A SCHOOL SYSTEM | 02179022 |
| | WITH THE PARTICIPANTS PLAYING THE ROLE OF CHANGE AGENTS. | 02179023 |
| | TO BRING HOME THE POINT ON THE RELATIVE EFFECTIVENESS OF | 02179024 |
| | THE DIFFERENT COMMUNICATION CHANNELS AND STRATEGIES IN | 02179025 |
| | BRINGING ABOUT CHANGE. TO EMPHASIZE THE IMPORTANCE OF | 02179026 |
| | FEEDBACK IN TERMS OF PERFORMANCE. TO DEMONSTRATE THIS | 02179027 |
| | TYPE OF SIMULATION AS A TEACHING METHOD. | 02179028 |
| *PREREQUISITE | READ ROGERS, THE DIFFUSION OF INNOVATIONS (1960) READ | 02179029 |

| | | |
|---|---|---|
| | ROSENBERG AND HALL, #THE EFFECTS OF DIFFERENT SOCIAL | 02179030 |
| | FEEDBACK CONDITIONS UPON PERFORMANCE IN DYADIC TEAMS# IN | 02179031 |
| | SMITH, A. (ED.) COMMUNICATION AND CULTURE, (1966) PP. | 02179032 |
| | 353-366. | 02179033 |
| *EXPERIENCE | EVERY STUDENT IS TO PARTICIPATE IN THE DIFFUSION GAME | 02179012 |
| | INTRODUCED BY SAXENA AND DR. ROGERS. DISCUSS THE RULES | 02179013 |
| | AND GIVE RATIONALE FOR THE RULES. EMPHASIZE THE | 02179014 |
| | IMPORTANCE OF FEEDBACK AND KNOWLEDGE OF RESULTS OF | 02179015 |
| | PERFORMANCE. PARTICIPANTS WILL PLAY THE ROLE OF CHANGE | 02179016 |
| | AGENTS AND WILL HAVE AT THEIR DISPOSAL A CERTAIN NUMBER OF | 02179017 |
| | TECHNIQUES TO PERSUADE THEIR CLIENTS TO ADOPT A | 02179018 |
| | PARTICULAR INNOVATION. THEY ARE GIVEN A CERTAIN NUMBER OF | 02179019 |
| | DAYS TO DO THE JOB. (THE RULES AND THE MAIN POINTS OF THE | 02179020 |
| | GAME ARE ATTACHED.) DISCUSS THE SCENARIO. | 02179021 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 02179011 |
| *MATERIALS | THE DIFFUSION GAME, THE RULES, THE CARDS, ETC. (AVAILABLE | 02179005 |
| | FROM DR. ROGERS, DEPT. OF COMMUNICATION, MSU). | 02179006 |
| *LEVEL | ALL GRADES | 02179009 |
| *GENERAL | ALL CANDIDATES | 02179008 |
| *HOURS | 2 1/2 | 02179007 |
| *EVALUATION | DISCUSS WHICH EXTENSION OR COMMUNICATION TECHNIQUE GAVE | 02179034 |
| | THE MOST EFFICIENCY IN TERMS OF THE MOST NO. OF ADOPTERS | 02179035 |
| | PER UNIT TIME. IF YOU INTEND TO PERSUADE A GROUP OF | 02179036 |
| | INDIVIDUALS TO ADOPT CERTAIN PATTERNS OF BEHAVIOR, WHAT | 02179037 |
| | INFORMATION WOULD YOU LIKE TO HAVE PLAN A COMMUNICATION | 02179038 |
| | STRATEGY TO PERSUADE A GROUP OF INDIVIDUALS (E.G. A | 02179039 |
| | SCHOOL SYSTEM) TO ADOPT A PRACTICE. #HAT WAS YOUR SCORE | 02179040 |
| | IN THE GAME | 02179041 |
| *FILE | SIMULATION GAME CHANGE AGENT DIFFUSION | 02179010 |

# CHANGE AGENT

## A SIMULATION GAME FOR TRAINING IN DIFFUSION STRATEGIES

The purpose of this memo is to describe the nature of CHANGE AGENT, a simulation game which is operational at Michigan State University as an aid in teaching diffusion strategies. The game is primarily designed as a device to teach certain communication concepts to students interested in understanding and affecting social change in peasant villages (or among similar client systems). The data on which the game is based come mainly from the Diffusion Project, a three-phase, cross-national, intensive research study of the diffusion of innovations in Brazil, Nigeria, and India. Therefore, CHANGE AGENT essentially represents an alternative to the research report as a communication channel from the research to the practitioner. Through this game, change agents can have the advantage of pre-exposure to practical field problems in introducing change.

### WHAT IS SIMULATION ?

Perhaps the most commonly accepted definition of simulation is that it is an abstract representation of the interrelationships among pertinent components of a phenomena (from the real world) in which one is interested. It is the selective reproduction of reality through operating models of physical, economic, or social systems. Thus, an example of an operating model in a physical situation might be the simulation of the conditions that astronauts might face in space flight. An example of an operating model in the case of an economic situation might be the simulation of supply and demand conditions in a free market system.

The specific kind of situation that we are interested in is a social-psychological one: the situations encountered by a change agent in his day-to-day activities in introducing new ideas to traditional people.

### WHY IS CHANGE AGENT A SIMULATION GAME?

The distinction between "simulation" and "game" is not very clear. Some use these words interchangeably, and others differentiate on basis of whether the decision-makeup process is a manual versus machine (computer) operation of a simple

versus a sophisticated experiment. Thus games usually involve human players making decisions which are more simplistic in nature, as compared with simulation involving computers in a fairly sophisticated way. CHANGE AGENT is a simulation game in that it combines elements of both simulation and game. In this game, human players (potential change agents) are involved in making decisions about diffusion strategies and the consequences of these decisions are pre-determined through a sophisticated mathematical operation.

## WHAT ARE THE ADVANTAGES OF SIMULATION GAMES?

The advantages of simulation games are not fully understood, but it is certain that they involve players in the simulated topic, and create interest in learning.

Simulation games may also have other advantages. They may affect the attitudes of the players by building empathy towards decision-makers, and by giving a feeling that some life situation is more complicated than the learners had imagined. The players may learn skills relative to decision-makeup, persuasion, and communication, and the rationale behind these skills. The very act of playing simulation games may also provide vicarious experiences to the players by way of making a future role (like change agent) more realistic in pre-service training.

## WHAT ARE SOME EXISTING SIMULATION GAMES?

A number of games are now available which attempt to simulate certain social processes or a certain social setting. An example is the game of CONSUMER, which teaches the problems and economics of installment buying of consumer products by placing players in a simulated environment requiring decisions they will eventually make in real life. The game of PARENT-CHILD simulates the interaction between a parent and an adolescent in response to certain issues on which they conflict, like curfew hours, going steady, money, car, etc.. In the game of DEMOCRACY, players first take the role of members of a society with differing interests in a community-action meeting, and then the role of legislators attempting to pass legislation favored by their constituents. An attempt to simulate international conflict is found in the game of CRISES. The players (in teams of 3 to 6) manage the affairs of six fictional nations which vary in strength and in military capacity, and are faced with the problems of

resolving a tense situation.

## WHAT ARE THE UNIQUE FEATURES OF CHANGE AGENT?

CHANGE AGENT has several special features over other existing games designed to mimic certain social processes. These features are: (1) its feedback alternative, (2) the performance criteria of percentage adoption (of an innovation), (3) its time-connectedness, and (4) the processing and use of pertinent information by the players.

Anytime during the play, the players may ask for feedback as to the percentage of adoption of an innovation they have secured at that time, so as to either maintain or change their diffusion strategies accordingly. The players are informed as to the amount of time (expressed in work days) necessary to implement each of the available diffusion strategies. The success of the "change agent" (player) depends on the extent to which he can process pertinent information (like the literacy level of the village system, the audience for the mass media, etc.) necessary to reach certain decisions about diffusion strategies. In other words, one cannot wisely decide to conduct a demonstration of the innovation until he knows who the village opinion leaders are.

## WHAT IS CHANGE AGENT?

Over 1,400 research publications are now available on the diffusion of new ideas. In almost all of these publications, the change agent is regarded as a pivotal link between the agencies involved in promoting innovations and the client system. Findings as to reasons for the success or failure of change agents have been incorporated in CHANGE AGENT, so as to simulate the village environment in which the change agent works.

CHANGE AGENT is designed to create involvement and interest in learning how to change human behavior; that is, in securing the adoption of new ideas. So CHANGE AGENT is appropriate to train a variety of types of change agents engaged

in promoting a griculture, family planning, health, or education innovations. Potential players might be the extension service agents, Peace Corps volunteers, VISTA workers, school administrators, salesmen, technical assistance workers, etc.. More specific scenarios for CHANGE AGENT need to be developed for each of these types of change agents.

CHANGE AGENT has been used to train a variety of types of change agents in the last several months. It is used in a senior-level course at Michigan State University, Communication 470, that seeks to impart an understanding of how to introduce social change in peasant villages, or among similar clients. Many of the students in the course are future (or past) change agents. It is also proposed that the game will be used in the MSU/AID Communication Seminars (for AID participants).

The full potentials of CHANGE AGENT are yet to be fully determined as it is further adapted to varied types of innovations, change agents, and clients.

## HOW DOES CHANGE AGENT WORK?

Every game has certain essential components. A scenario introduces the players to the gaming situation. Each game identifies various resources and actors who operate within given constraints (rules of the game) to trade the resources in order to attain some well-defined objective.

CHANGE AGENT scenario puts the player in the role of a change agent in a village of 100 peasants. At the initiation of the game, the players know nothing about the client village, but they are given 300 work days in order to understand the village, and to diffuse a new idea such as hybrid corn, the IUCD loop, or a village co-operative. There are two kinds of actors in the game, the players and the moderator; the minimum number of players are two, but a moderator can handle 4-5 players. The players seek to maximize the percentage of adoption among the 100 peasants by the end of the 300 days.

Two kinds of major strategies are available to the players: (1) obtaining information about the villagers' behavior, and (2) the

selection of an appropriate action(s) among 12 possible diffusion strategies.

Following is the list of a few typical information and difussion strategies available to the players.

INFORMATION STEPS:

1. Opinion leadership--learn who one of the 10 village opinion leaders is, and his degree (high, medium) or low) of opinion leadership.....cost: 10 days.

7. Literacy--learn what percentage of the 100 villagers are literate..... cost: 10 days.

11. Feedback--learn the number of villagers who have adopted the innovation by this point in time..... ..... cost: 20 days.

DIFFUSION STEPS:

1. Radio--use one radio program about the innovation .....cost: 10 days.

4. Opinion leader--talk about the innovation an opinion leader of medium influence can effect.....cost 20 days.

10. Demonstration--conduct a demonstration of the innovation ..... cost: 50 days.

Various chance events affect the success of the player during the duration of the game (which entails about an hour of playing time). The player draws a chance card every time he selects a diffusion strategy. Examples of chance cards are: (1) blank, (2) drought (-20 work days), (3) demonstration fails (-20 work days) (4) demonstration is very successful (+20 work days). The inclusion of chance cards in the game correspond to reality events which operate to either facilitate or retard the speed of adoption.

At the end of the game, the scoring system tells what level of adoption has been secured by the player, and in a post-mortem session he learns why. The scoring system of CHANGE AGENT allows greater success to the player who more wisely chooses among the diffusion strategies. The game's scoring system, as well as the cost in work days for each strategy, is based on the results of the Diffusion Project.

## FUTURE PLANS FOR CHANGE AGENT

Change Agent needs to be complemented with a sister game, ADOPTER, designed to train potential adopters of innovations how to make more rational adoption decisions. ADOPTER would tell the player something of his personality characteristics (risk-taking propensity, for example), communication behavior (mass media exposure, etc.), and socio-economic status. Then he is presented with a list of innovations, which range in complexity, relative advantage, divisibility, etc.. He seeks to maximize his satisfaction points by matching the innovations he will adopt to his actual situation. Alternatives (1) gathering further information versus adopting immediately, (2) going through a trial of the new idea or not, (3) considering the interaction effects among the innovations, which make certain combinations of them more advantageous than others.

CHANGE AGENT and ADOPTER can perhaps be combined in a single game called DIFFUSION, in which the change agent tries to maximize the rate of adoption, and the adopters try to increase their satisfaction. To a certain extent, the two are in conflict. In the game of DIFFUSION it is possible for the change agent to take the role of adopter and vice-versa.

What is needed is a variety of versions of CHANGE AGENT, one for agricultural innovations in peasant villages, another for education, still another for family planning, etc..

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| *OBJECTIVES | TO MAKE THE STUDENT SEE HIS POSITION IN THE TOTAL SCHOOL SYSTEM AND ANALYZE CRITICALLY HIS COMMUNICATION BEHAVIOR TOWARD OTHER POSITIONS IN HIS SYSTEM. TO ENABLE THE STUDENT TO APPLY THE NOTIONS OF REFERENCE GROUPS, MEMBERSHIP GROUPS, AND ROLES THROUGH THE HELP OF THE SOCIO-METRIC QUESTIONNAIRE AND THE BOGARDUS SOCIAL DISTANCE SCALE. TO ENABLE THE STUDENT TO | 02180018<br>02180019<br>02180020<br>02180021<br>02180022<br>02180023<br>02180024 |
| *SOCIAL SYSTEM | DISTANCE SCALE. TO ENABLE THE STUDENT TO SPECIFY HOW VARIABLES AND SOCIOMATRICCHOICES AFFECT HIS COMMUNICATION. | 02180025<br>02180026 |
| *PREREQUISITE | READ JACKSON (1959) REFERENCE GROUP PROCESSES IN A FORMAL ORGANIZATION, SOCIOMETRY, 22, PP. 307-327; ALSO IN CARTWRIGHT AND ZANDER, 1962, PP. 120-140. READ DEUTSCH AND KRAUSS (1965) THEORIES IN SOCIAL PSYCHOLOGY PP. 173-211. | 02180027<br>02180028<br>02180029<br>02180030<br>02180031 |
| *EXPERIENCE | PRESENT AN ORGANIZATION CHART OF THE SCHOOL SYSTEM SHOWING THE TEACHERS' RELATIVE POSITION WITH RESPECT TO THE OTHERS IN THE SYSTEM. DISCUSS: GROUP MEMBERSHIP, ROLES, REFERENCE GROUPS NOTIONS OF CLIQUES AND SOCIO-METRIC CHOICES. ADMINISTER A SOCIO-METRIC QUESTIONNAIRE AND THE BOGARDUS SOCIAL DISTANCE SCALE. | 02180012<br>02180013<br>02180014<br>02180015<br>02180016<br>02180017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 02180011 |
| *MATERIALS | AN ORGANIZATIONAL CHART OF THE SCHOOL SYSTEM. A SOCIO-METRIC QUESTIONNAIRE A BOGARDUS' SOCIAL DISTANCE SCALE. | 02180005 |
| *LEVEL | ALL GRADES | 02180006 |
| *GENERAL | ALL CANDIDATES | 02180009 |
| *HOURS | 2 | 02180008 |
| *EVALUATION | STUDENTS SHOULD HAVE THE ABILITY TO DISTINGUISH BETWEEN REFERENCE GROUP VS. MEMBERSHIP GROUPS, ROLES AND THE DIFFERENT KINDS OF ROLES. DISCUSS THE STUDENT'S EXPERIENCES OR IF POSSIBLE, LET THE STUDENT KEEP A DIARY | 02180007<br>02180032<br>02180033<br>02180034<br>02180035 |

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                OF COMMUNICATIONS SENT AND RECEIVED FROM COLLEAGUES FOR   02180036
                ONE WEEK.  THINK OF MANY ORGANIZATIONS HE IS A MEMBER OF; 02180037
                AND ORGANIZATIONS HE IDENTIFIES HIMSELF WITH AND CITE TWO 02180038
                INSTANCES OF COMMUNICATION BEING AFFECTED BY THEM.        02180039
*FILE           ROLES  CLIQUES  GROUP MEMBERSHIP                         02180010

*OBJECTIVES     TO CRITICALLY AND CONSCIOUSLY EVALUATE STUDENT≠S          02181016
                COMMUNICATION BEHAVIOR AND THE TYPES OF COMMUNICATIONS HE 02181017
                RECEIVES FROM DIFFERENT STATUS POSITIONS IN THE HIERARCHY.02181018
                TO EMPHASIZE THE IMPORTANCE OF THE PEER-GROUP             02181019
                RELATIONSHIPS AS INDICATED IN THE SOCIO-METRIC CHOICES AND02181020
                THE BOGARDUS SOCIAL DISTANCE SCALE.                       02181021
*PREREQUISITE   PREVIOUS LESSON  READ KATZ AND KAHN (1966) THE SOCIAL     02181022
                PSYCHOLOGY OF ORGANIZATIONS, ≠COMMUNICATION:  THE FLOW OF 02181023
                INFORMATION≠ PP. 223-258.  READ DEUTSCH AND KRAUSS (1965) 02181024
                ON GEORGE HOMANS, PP. 109-116.  READ ZALEZNIK AND MOMENT  02181025
                (1964) THE DYNAMICS OF INTERPERSONAL BEHAVIOR, PP. 66-79.  02181026
*EXPERIENCE     DISCUSS THE NATURE AND CONTENT OF COMMUNICATION FLOWING    02181011
                THROUGH DIFFERENT POSITIONS IN THE STATUS HIERARCHY A)     02181012
                DOWNWARD, B) HORIZONTAL AND C) UPWARD COMMUNICATION IN A   02181013
                FORMAL ORGANIZATION AS PRESENTED IN KATZ AND KAHN (1966).  02181014
                RELATE TO THE ORGANIZATIONAL CHART.                       02181015
*SETTING        LARGE GROUP,  COLLEGE                                     02181010
*MATERIALS      NONE                                                      02181005
*LEVEL          ALL GRADES                                                02181008
*GENERAL        ALL CANDIDATES                                            02181007
*HOURS          30 MINUTES                                                02181006
*EVALUATION     SUMMARIZE THE NATURE AND TYPE OF COMMUNICATION ORIGINATING02181027
                FROM THE DIFFERENT STATUS POSITIONS IN THE ORGANIZATIONS.  02181028
                ANALYZE YOUR OWN COMMUNICATION BEHAVIOR AS YOU INTERACT    02181029
                WITH:  A) YOUR TEACHER OR SUPERIOR  B) YOUR FRIENDS OR     02181030
                FELLOW STUDENTS  C) YOUR SUBORDINATES                      02181031
*FILE           STATUS  PATTERNS  GROUP STRUCTURE                         02181009

*OBJECTIVES     TO DEMONSTRATE THE EFFECTS OF SPACE AND DISTANCE ON       02182025
                PATTERNS OF CONVERSATION IN A SOCIAL GROUP.  A) DIRECTION  02182026
                B) CONTENT AND C) INTENSITY (EXTENT OF COMMUNICATION WILL  02182027
                BE DISCUSSED.                                             02182028
*PREREQUISITE   MODULE 2158                                               02182029
*EXPERIENCE     BREAK THE CLASS INTO SMALL GROUPS OF 5-8 PERSONS EACH.    02182011
                HAVE THEM DISCUSS A COMMON TOPIC.  EACH GROUP SHOULD HAVE 02182012
                A UNIQUE ARRANGEMENT (E.G.) ONE GROUP ON A ROUND TABLE,   02182013
                ANOTHER GROUP ON A RECTANGULAR TABLE, ANOTHER ON A        02182014
                U-SHAPED FORMATION, AND ANOTHER ON A LINE FORMATION ETC.  02182015
                LET THE STUDENTS DISCUSS PATTERNS OF COMMUNICATION WHICH  02182016
                THEY OBSERVED IN THEIR OWN GROUP:  A) AND SPOKE TO WHOM B) 02182017
                THE CONTENT C) AND THE EXTENT OF THE PARTICIPATION.  WHAT  02182018
                DOES SPATIAL ARRANGEMENT HAVE TO DO WITH WHAT WAS OBSERVED02182019
                RELATE ALL THESE TO PRESENT CLASSROOM ARRANGEMENT.  WHO    02182020
                INTERACTS WITH WHOM MOST OFTEN  ARE THEY THE PEOPLE WHO    02182021
                ARE SEATED FAR APART  IF SEATING ARRANGEMENT HAS BEEN MADE 02182022
                VOLUNTARY BASES, OBSERVE THAT CLOSE FRIENDS SEAT NEAR EACH 02182023
                OTHER AND RELATIVE STRANGERS ARE FARTHER APART.           02182024
*SETTING        SMALL GROUP (1-17 STUDENTS),  COLLEGE                     02182010
*MATERIALS      NONE                                                      02182005
*LEVEL          ALL GRADES                                                02182008
*GENERAL        ALL CANDIDATES                                            02182007
*HOURS          1 1/4                                                     02182006
*EVALUATION     WHO IS THE ≠STAR≠ PARTICIPANT OR LEADER IN THE GROUP  WHAT 02182030
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                DETERMINED HIS BEING THE ≠STAR≠ PARTICIPANT  LIST AND      02182031
                DISCUSS FACTORS.                                           02182032
*FILE           INTERPERSONAL  PATTERNS  GROUP STRUCTURE                   02182009
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*OBJECTIVES     TO DEMONSTRATE THE EFFECTS OF APPOINTED VS. SELECTED OR    02183019
                ELECTED LEADERSHIP ON PATTERNS OF COMMUNICATION AND        02183020
                INTERACTION.  TO APPRECIATE THE EFFECTS OF A DULY ELECTED  02183021
                LEADER ON THE MORALE AND PERFORMANCE OF THE GROUP MEMBERS. 02183022
*PREREQUISITE   NONE                                                       02183023
*EXPERIENCE     BREAK THE CLASS INTO SMALL GROUPS OF 5-8 PERSONS EACH.     02183011
                HAVE THE ARRANGEMENTS CONSTANT.  IN SOME CASES APPOINT     02183012
                DISCUSSION LEADERS AT RANDOM.  THE REST OF THE GROUP       02183013
                SHOULD ELECT FROM AMONG THEMSELVES WHO THEIR LEADER WILL   02183014
                BE.  OBSERVE THE COMMUNICATION PATTERN THAT EMERGES.       02183015
                RELATE TO LEADERSHIP PATTERNS AND SATISFACTION OF MEMBERS. 02183016
                WHICH GROUPS WERE MORE ACTIVE IN TERMS OF THE AMOUNT OF    02183017
                INTERACTION                                                02183018
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                      02183010
*MATERIALS      NONE                                                       02183005
*LEVEL          ALL GRADES                                                 02183008
*GENERAL        ALL CANDIDATES                                             02183007
*HOURS          1 1/2                                                      02183006
*EVALUATION     STATE HOW YOU WOULD STRUCTURE A GROUP WORK FOR MAXIMUM      02183024
                PERFORMANCE AND SATISFACTION OF EACH MEMBER.  WHAT         02183025
                IMPLICATIONS DOES THIS HAVE ON CLASSROOM TEACHING, E.G.    02183026
                STUDENT-TEACHER RELATIONSHIP AND STUDENT-STUDENT           02183027
                RELATIONSHIP                                               02183028
*FILE           MORALE  LEADERSHIP PATTERN  GROUP STRUCTURE                02183009
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*OBJECTIVES     TO DEMONSTRATE WHAT HAPPENS WHEN HIGH-VOCAL INDIVIDUALS    02184023
                ARE GROUPED TOGETHER, AND WHEN LOW-VOCAL INDIVIDUALS ARE   02184024
                GROUPED TOGETHER.  TO DEMONSTRATE THE CONCEPT OF           02184025
                ≠RELATIVITY≠ OF THINGS≠ AND THE EMERGENCE OF LEADERSHIP IN 02184026
                CERTAIN SITUATIONS.                                        02184027
*PREREQUISITE   READ WHITE AND LIPPITT, ≠LEADER BEHAVIOR AND MEMBER        02184028
                REACTION IN THREE ≠SOCIAL CLIMATES≠ IN CARTWRIGHT AND      02184029
                ZANDER ≠EDS.), GROUP DYNAMICS, 1962, PP. 527-553.          02184030
*EXPERIENCE     FORM TWO GROUPS OF STUDENTS.  EACH SHOULD HAVE ABOUT FIVE  02184011
                MEMBERS.  THE FIRST GROUPS SHOULD BE COMPOSED OF ≠HIGH     02184012
                VOCALS≠ IN THE CLASS--THOSE WHO HAD BEEN VERY ACTIVE IN    02184013
                THE PREVIOUS CLASS DISCUSSIONS.  TE                        02184014
                THE PREVIOUS CLASS DISCUSSIONS.  THE SECOND GROUP SHOULD   02184015
                BE COMPOSED OF THE VERY SHY AND WITHDRAWN TYPES.  BRING    02184016
                THE GROUP IN FRONT FOR 15 MINUTES EACH AND LET THEM        02184017
                DISCUSS THE CRITERIA THEY SHOULD USE IN EVALUATING MOVIES. 02184018
                THE REST OF THE CLASS WILL OBSERVE.  DISCUSS THE           02184019
                DIFFERENCES IN THE PARTICIPATION PATTERNS OF THE TWO       02184020
                GROUPS.  IF THERE IS TIME, HAVE EACH MEMBER OF THE TWO     02184021
                GROUPS REPORT ON HOW HE FELT BEING IN THE GROUP.           02184022
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                      02184010
*MATERIALS      NONE                                                       02184005
*LEVEL          ALL GRADES                                                 02184008
*GENERAL        ALL CANDIDATES                                             02184007
*HOURS          1                                                          02184006
*EVALUATION     WHAT HAPPENS WHEN HIGH VOCALS ARE GROUPED TOGETHER  WHY    02184031
                WHAT HAPPENS WHEN LOW VOCALS ARE GROUPED TOGETHER  WHY     02184032
                WHAT WOULD YOU EXPECT TO HAPPEN IF THESE TWO GROUPS NOW    02184033
                ARE JOINED TOGETHER TO DISCUSS A COMMON ISSUE              02184034
*FILE           COMM PATTERNS  HIGH VOCALS  GROUP STRUCTURE                02184009
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| *OBJECTIVES | TO ILLUSTRATE DIFFERENT TYPES AND NATURE OF COMMUNICATION EMANATING FROM THE DIFFERENT STATUS POSITIONS IN THE HIERARCHY. TO ANALYZE CRITICALLY THE DIFFERENCES OBSERVED IN THE THREE ROLE PLAYING SITUATIONS WITH AN EYE TO RELATING THESE TO THEIR BEHAVIOR IN INFORMAL AND FORMAL SITUATIONS. TO RECOGNIZE THE ABILITY TO ROLE PLAY AS AN INDICATOR OF RECEIVER ORIENTATION. | 02185021<br>02185022<br>02185023<br>02185024<br>02185025<br>02185026<br>02185027 |
| *PREREQUISITE | READ ROBERT BALES, "HOW PEOPLE INTERACT IN CONFERENCES", IN SCIENTIFIC AMERICAN, VOL. 193, NO. 3, MARCH, 1955, PP. 31-35. | 02185028<br>02185029<br>02185030 |
| *EXPERIENCE | ROLE PLAY THE FOLLOWING SITUATIONS: A) BOSS TALKING TO HIS SUBORDINATE B) SUBORDINATE TALKING TO HIS BOSS C) SUBORDINATE TALKING TO A COLLEAGUE OF EQUAL RANK THE TOPIC SHOULD BE OPEN-ENDED AND SHOULD DRAW UPON THE PARTICIPANTS PRIOR EXPERIENCE ON WHAT THEY THOUGHT BOSSES TELL THEIR SUBORDINATES, HOW THEY TELL THEM ETC. DISCUSS THE DIFFERENCES IN TONE, EMPHASIS, AND OTHER ASPECTS THAT ARE OBSERVED. OBSERVE THE CONTENTS, AND DIRECTION OF THE MESSAGES. ALSO, OBSERVE WHO TALKS MORE OFTEN AND WHAT CONTENTS THE MESSAGES HAVE. | 02185011<br>02185012<br>02185013<br>02185014<br>02185015<br>02185016<br>02185017<br>02185018<br>02185019<br>02185020 |
| *SETTING | LARGE GROUP, COLLEGE | 02185010 |
| *MATERIALS | NONE | 02185005 |
| *LEVEL | ALL GRADES | 02185008 |
| *GENERAL | ALL CANDIDATES | 02185007 |
| *HOURS | 1 | 02185006 |
| *EVALUATION | DISCUSS THE OBSERVED ROLE PLAYING SITUATIONS IN GROUPS. LIST FACTORS THAT AFFECT THE DIRECTION, FREQUENCY AND CONTENT OF COMMUNICATION GOING TO AND FROM STATUS POSITIONS IN THE ORGANIZATIONAL HIERARCHY. | 02185031<br>02185032<br>02185033<br>02185034 |
| *FILE | COM PATTERNS STATUS GROUP STRUCTURE | 02185009 |

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| *OBJECTIVES | TO GIVE AN EXAMPLE OF MODIFICATION OF JUDGMENT THROUGH GROUP PRESSURE. TO MAKE THE STUDENTS CRITICALLY ANALYZE THE COMMUNICATION PROCESS GOING ON IN THEIR ATTEMPTS TO HAVE THE NAIVE SUBJECTS MODIFY THEIR JUDGMENTS. | 02186022<br>02186023<br>02186024<br>02186025 |
| *PREREQUISITE | READ DEUTSCH AND KRAUSS, (1965) THEORIES IN SOCIAL PSYCHOLOGY PP. 28-29. READ SHACHTER (1951) JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY (1951) 46, PP. 190-207. READ ASCH, (1958) IN MACCOBY, ET. AL, READINGS IN SOCIAL PSYCHOLOGY PP. 174-183. READ ASCH, "OPINIONS AND SOCIAL PRESSURE", IN SCIENTIFIC AMERICAN, NOV. 1955, VOL. 193, NO. 5, PP. 31-35. | 02186026<br>02186027<br>02186028<br>02186029<br>02186030<br>02186031<br>02186032 |
| *EXPERIENCE | DO A TYPICAL ASCH GROUP PRESSURE EXPERIMENT USING FIVE STUDENTS. THE TASK WOULD INVOLVE JUDGEMENT OF THREE LINES OF EQUAL LENGTH. ALL FOUR, EXCEPT THE FIFTH, WOULD BE ACCOMPLICES OF THE EXPERIMENT AND THE NAIVE SUBJECT WOULD GIVE HIS JUDGEMENTS AFTER ALL FOUR HAVE GIVEN ERRONEOUS JUDGEMENTS ABOUT THE LENGTH OF THE LINE. DISCUSS PRINCIPLES INVOLVED IN THE RESEARCH OF ASCH AND OTHERS. PREFERRABLE, ALL FIVE SHOULD BELONG TO THE SAME SOCIOMETRIC GROUP. AFTER THE EXERCISE, HAVE THE NAIVE SUBJECT TELL THE CLASS HOW HE FELT DURING THE EXPERIMENT ITSELF. | 02186011<br>02186012<br>02186013<br>02186014<br>02186015<br>02186016<br>02186017<br>02186018<br>02186019<br>02186020<br>02186021 |
| *SETTING | LARGE GROUP, COLLEGE | 02186010 |
| *MATERIALS | NONE | 02186005 |
| *LEVEL | ALL GRADES | 02186008 |
| *GENERAL | ALL CANDIDATES | 02186007 |
| *HOURS | 45 MINUTES | 02186006 |

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| *EVALUATION | DISCUSS WITH THE LARGE GROUP THE RESEARCH LITERATURE AFTER THE EXPERIMENT. HAVE THEM REPORT INCIDENTS OF GROUP PRESSURE WHICH THEY HAVE EXPERIENCED AND ANALYZE THEIR COMMUNICATION BEHAVIOR IN THOSE GROUPS. HAVE THEM PREPARE A DESCRIPTION OF TWO SITUATIONS: A) GROUP PRESSURE SUPPORTING TEACHING GOALS, B) GROUP PRESSURE IMPEDING TEACHING GOALS. | 02186033<br>02186034<br>02186035<br>02186036<br>0218603/<br>02186038<br>02186039 |
| *FILE | GROUP PRESSURE PATTERNS PERSUASION | 02186009 |

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| *OBJECTIVES | TO ILLUSTRATE A PERSUASION ATTEMPT USING FEAR APPEALS. TO INTRODUCE THE STUDENTS TO SOME RESEARCH FINDINGS ON FEAR APPEALS IN CHANGING ATTITUDES AND BEHAVIOR. TO POINT OUT SOME OTHER VARIABLES MEDIATING BETWEEN THE RELATIONSHIP OF LEVEL OF FEAR AROUSED AND MAGNITUDE OF ATTITUDE CHANGE. | 02187021<br>02187022<br>02187023<br>02187024<br>0218/025 |
| *PREREQUISITE | MILLER, #STUDIES ON THE USE OF FEAR APPEALS: A SUMMARY AND ANALYSIS# THE CENTRAL STATE SPEECH JOJRNAL, VOL. XIV, NO 2 MAY 1963, PP. 11/-124. HEWGILL AND MILLER, #SOURCE CREDIBILITY AND RESPONSE TO FEAR-AROUSING COMMUNICATION#, SPEECH MONOGRAPHS, VOL. XXXII, JUNE 1965, NO. 2 | 02187026<br>0218702/<br>02187028<br>02187029<br>02187030 |
| *EXPERIENCE | ROLE PLAY A COMMUNICATION SITUATION WHERE A SALESMAN ATTEMPTS TO PERSUADE A PROSPECTIVE BUYER TO BUY A SEATBELT FOR HIS CAR. YOUR PURPOSE IS TO PERSUADE THE BUYER TO PURCHASE THE SEATBELT. DISCUSS THE TYPES OF APPEALS USED, AND THE APPROACHES OBSERVED IN THE SITUATION RELATE THIS TO CLASSROOM BEHAVIOR IN EVERYDAY PARENT-STUDENT RELATIONSHIP, TEACHER-STUDENT RELATIONSHIPS AS EXAMPLES OF SITUATIONS WHERE FEAR-APPEALS ARE VERY COMMON. INTROSPECT ABOUT YOUR REACTIONS IN THE FACE OF FEAR APPEAL MESSAGES. | 02187011<br>02187012<br>0218/013<br>02187014<br>02187015<br>0218/016<br>0218/01/<br>02187018<br>02187019<br>02187020 |
| *SETTING | LARGE GROUP, COLLEGE | 0218/010 |
| *MATERIALS | NONE | 0218/005 |
| *LEVEL | ALL GRADES | 0218/008 |
| *GENERAL | ALL CANDIDATES | 0218/007 |
| *HOURS | 45 MINUTES | 02187006 |
| *EVALUATION | WHAT GENERALIZATIONS CAN WE MAKE ABOUT THE RELATIONSHIPS BETWEEN LEVEL OF FEAR APPEAL AND POSSIBLE EFFECTIVENESS OF PERSUASION ATTEMPTS WHAT FACTORS BESIDES THE FEAR APPEAL ITSELF, WOULD POSSIBLY AFFECT THE SUCCESS OR FAILURE OF PERSUASION ATTEMPTS GIVE EXAMPLES OF FEAR-AROUSING APPEALS YOU HAVE BEEN SUBJECTED TO AND REPORT HOW YOU BEHAVED IN THE SITUATION. HOW WILL IT OPERATE IN THE CLASSROOM | 02187031<br>02187032<br>0218/033<br>0218/034<br>0218/035<br>0218/036<br>0218/037<br>0218/038 |
| *FILE | FEAR APPEALS PERSJASION | 0218/009 |

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| *OBJECTIVES | TO ILLUSTRATE SOME PRINCIPLES OF PERSJASION I.E., MAKING DISADVANTAGES IRRELEVANT, EMPHASIZING ADVANTAGES, (E.G., ECONOMY, HIGH RESALE VALUE, ETC.). TO DRAW ATTENTION TO THE MANY WAYS OF STRUCTURING MESSAGES TO ELICIT MAXIMUM EFFECTS. | 02188018<br>02188019<br>02188020<br>02188021<br>02188022 |
| *PREREQUISITE | NONE | 02188023 |
| *EXPERIENCE | ROLE PLAY A SITUATION WHERE A SALESMAN OF A VOLKSWAGON ATTEMPTS TO SELL A CAR TO A PROSPECTIVE BUYER WHO DOES NOT WANT SMALL CARS. DISCUSS THE TECHNIQUE INVOLVED IN THE TRANSACTION AS THE SALESMAN ATTEMPTS TO PERSUADE THE BUYER TO MAKE THE PURCHASE. OUTLINE THE KINDS OF APPEALS USED AND THE WAYS THE SALESMAN TRIED TO MINIMIZE THE ARGUMENTS OF THE PROSPECTIVE BUYER. | 02188011<br>02188012<br>02188013<br>02188014<br>02188015<br>02188016<br>0218801/ |
| *SETTING | LARGE GROUP, COLLEGE | 02188010 |
| *MATERIALS | NONE | 02188005 |

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| *LEVEL | ALL GRADES | 02188008 |
| *GENERAL | ALL CANDIDATES | 02188007 |
| *HOURS | 45 MINUTES | 02188006 |
| *EVALUATION | WHAT WERE SOME OF THE APPEALS USED BY THE SALESMAN IF YOU WERE THE SALESMAN, WHAT WOULD YOU HAVE DONE TO PERSUADE THE BUYER TO PURCHASE YOUR AUTOMOBILE ANALYZE YOUR COMMUNICATION BEHAVIOR WHEN YOU ARE PURCHASING AUTOMOBILES FROM THE USED CAR LOTS. HOW DOES THIS RELATE TO YOUR BEHAVIOR IN THE CLASSROOM AS TEACHERS, AND AS STUDENTS | 02188024<br>02188025<br>02188026<br>02188027<br>02188028<br>02188029 |
| *FILE | ARGUMENT APPEALS PERSUASION | 02188009 |

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| *OBJECTIVES | TO DEMONSTRATE A GIVEN INSTANCE OF SELF-PERSUASION, OR AT LEAST THE MECHANICS THEREOF. TO ILLUSTRATE THE ROLE OF PUBLIC COMMITTMENT IN ATTITUDINAL AND BEHAVIORAL CHANGE. TO ILLUSTRATE THE POSSIBLE EFFECTS OF UTTERING DISCREPANT BELIEFS STATEMENTS ON OPINION CHANGE. | 02189021<br>02189022<br>02189023<br>02189024<br>02189025 |
| *PREREQUISITE | READ FESTINGER, LEON, "BEHAVIORAL SUPPORT FOR OPINION CHANGE", IN PUBLIC OPINION QUARTERLY, FALL, 1964, PP. 404-417. | 02189026<br>02189027<br>02189028 |
| *EXPERIENCE | ADMINISTER PRE-TEST QUESTIONNAIRE ON SOME ISSUE LIKE ATTITUDE TOWARD U.S. POLICY IN VIETNAM. SINGLE OUT A PARTICULAR STUDENT AND IS EXTREMELY AGAINST THE U.S. POLICY IN VIETNAM AND TELL HIM TO SPEAK IN FRONT OF HIS CLASSMATES TELLING THAT HE IS IN FAVOR OF THE VIETNAM WAR. LET HIM PRETEND HE IS RUNNING FOR AN ELECTED PUBLIC OFFICE. MAKE HIM SUPPORT HIS PUBLIC STATEMENTS. ADMINISTER A POSITEST QUESTIONNAIRE ON THE SAME SUBJECT. DISCUSS A PRINCIPLE INVOLVED IN THIS SETTING AND THE RESEARCH FINDINGS ON THIS TRADITION. | 02189011<br>02189012<br>02189013<br>02189014<br>02189015<br>02189016<br>02189017<br>02189018<br>02189019<br>02189020 |
| *SETTING | LARGE GROUP, COLLEGE | 02189010 |
| *MATERIALS | NONE | 02189005 |
| *LEVEL | ALL GRADES | 02189008 |
| *GENERAL | ALL CANDIDATES | 02189007 |
| *HOURS | 2 | 02189006 |
| *EVALUATION | CITE PERSONAL INSTANCES OF ATTITUDE CHANGE DUE TO PUBLIC UTTERANCES OF DISCREPANT BELIEF STATEMENT. | 02189029<br>02189030 |
| *FILE | PUBLIC COMMITMENT PERSUASION | 02189009 |

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| *OBJECTIVES | TO INTRODUCE KELMAN'S NOTION OF SOCIAL INFLUENCE AND THE KINS OF BEHAVIOR ELICITED THROUGH THOSE DIFFERENT TYPES OF CONTROL. TO KNOW THE POSSIBLE CONSEQUENCES IF BOTH PARTIES HELD SOME POWER OVER THE OTHERS. (E.G. U.S. VS. RUSSIA.) COMMUNICATION UNDER CONDITIONS OF THREAT. | 02190016<br>02190017<br>02190018<br>02190019<br>02190020 |
| *PREREQUISITE | READ KELMAN (1961) "THE PROCESS OF OPINION CHANGE" PUBLIC OPINION QUARTERLY, VOL. 25, SPRING, 1961, PP. 50-78; ALSO IN BOBBS-MERRILL REPRINTS, P. 191. | 02190021<br>02190022<br>02190023 |
| *EXPERIENCE | DISCUSS KELMAN'S MODEL OF SOCIAL INFLUENCE. RELATE THIS TO THE BEHAVIOR OF THE STUDENTS TOWARD THEIR TEACHERS. WHAT HAPPENS IF BOTH PARTIES WERE POWERFUL VIEW THE FILM ON "M. DEUTSCH'S PROMOTIVE-CONTIRENT (FOCUS ON BEHAVIOR, #1) GAME". | 02190011<br>02190012<br>02190013<br>02190014<br>02190015 |
| *SETTING | LARGE GROUP, COLLEGE | 02190010 |
| *MATERIALS | FILM: FOCUS ON BEHAVIOR, FROM NET | 02190005 |
| *LEVEL | GRADES 1-4 GRADES 5-8 | 02190008 |
| *GENERAL | ALL CANDIDATES | 02190007 |
| *HOURS | 1 1/2 | 02190006 |
| *EVALUATION | ACCORDING TO KELMAN'S MODEL, WHAT IS THE MOST SATISFYING FORM OF RELATIONSHIP TO MAINTAIN FROM THE STANDPOINT OF THE ADMINISTRATOR AND THE SUBORDINATE CITE OTHER EXAMPLES | 02190024<br>02190025<br>02190026 |

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                OF A) COMPLIANCE B) IDENTIFICATION C) INTERNATIONALIZATION  02190027
                AND ANALYZE HOW YOUR INTERACTION AND COMMUNICATION          02190028
                BEHAVIORS WOULD DIFFER, RELATE TO SCHOOL SITUATIONS.        02190029
*FILE           CONFLICT  SOCIAL INFLJENCE  PERSUASION                      02190009

*OBJECTIVES     TO DEMONSTRATE THE EFFECTS OF TRUST AND SUSPICION IN        02191017
                INTERPERSONAL COMMUNICATION  TO EMPHASIZE THE IMPORTANCE    02191018
                OF FEEDBACK IN THE COMMUNICATION SITUATION.                 02191019
*PREREQUISITE   READ LARSEN AND HILL, ≠SOCIAL STRUCTURE AND INTERPERSONAL   02191020
                COMMUNICATION≠, AMERICAN JOURNAL OF SOCIOLOGY, MARCH 1958,  02191021
                PP. 497-505.                                                02191022
*EXPERIENCE     ROLE PLAY THE PRISONER≠S DILEMNA GAME.  THIS IS A WAY TO    02191011
                EMPHASIZE THE ROLE OF SUSPICION AND THE IMPORTANCE OF       02191012
                FEEDBACK IN INTERPERSONAL COMMUNICATION.  RELATE BACK TO    02191013
                NEWCOMB≠S A-B-RE-X COMPLEX AND THE BRAINWASHING TECHNIQUE   02191014
                JUST HEARD ON TAPE.  DISCUSS APPLICATION TO CLASS           02191015
                SITUATION.                                                  02191016
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                       02191010
*MATERIALS      NONE                                                        02191005
*LEVEL          ALL GRADES                                                  02191008
*GENERAL        ALL CANDIDATES                                              02191007
*HOURS          45 MIN                                                      02191006
*EVALUATION     DESIGN ANOTHER GAME WHICH WOULD ILLUSTRATE THE SAME         02191023
                PRINCIPAL LEARNED FROM THIS SECTION.                        02191024
*FILE           GAME  CONFLICT  FEEDBACK                                    02191009

*OBJECTIVES     TO ACQUAINT THE STUDENTS WITH NEWCOMB≠S A-B-RE-X MODEL.     02192016
                TO DESTROY THE MYSTIQUE SURROUNDING SO-CALLED               02192017
                ≠BRAINWASHING≠ TECHNIQUES BY THE CHINESE.                   02192018
*PREREQUISITE   READ NEWCOMB (1953) ≠AN APPROACH TO THE STUDY OF            02192019
                COMMUNICATIVE ACTS≠ IN PSYCHOLOGICAL REVIEW, 6 : 393-404,   02192020
                ALSO IN ALFRED SMITH, (ED.) COMMUNICATION AND CULTURE.      02192021
                PP. 66-79  READ BROWN (1963) TECHNIQUES OF PERSUASION, PP.  02192022
                233-292,  READ SCHEIN (1958) IN MACCOBY, ET. AL. READINGS   02192023
                IN SOCIAL PSYCHOLOGY PP. 311-334.                           02192024
*EXPERIENCE     HEAR THE TAPE RECORDING OF CONFESSIONS OF ≠BRAINWASHED≠      02192012
                VICTIMS DURING THE KOREAN WAR.  TAPE IS AVAILABLE FROM      02192013
                CORNELL UNIVERSITY, DEPARTMENT OF PSYCHOLOGY OR SOCIAL      02192014
                PSYCHOLOGY.  RELATE TO NEWCOMB≠S A-B-RE-X MODEL.            02192015
*SETTING        LARGE GROUP,  COLLEGE                                       02192011
*MATERIALS      A TAPE RECORDING OF THE CONFESSIONS OF ≠BRAINWASHED≠        02192005
                VICTIMS.                                                    02192006
*LEVEL          ALL GRADES                                                  02192009
*GENERAL        ALL CANDIDATES                                              02192008
*HOURS          2                                                           02192007
*EVALUATION     DISCUSS SOME IMPORTANT NOTIONS WHICH ARE CRITICAL ASPECTS    02192025
                TO THE BRAINWASHING TECHNIQUES: CONFESSIONS, INFORMING,      02192026
                GROUP PRESSURE, LOSS OF IDENTITY, AND INDIVIDUALITY. LOSS   02192027
                OF PRIMARY GROUPS, SUSPICIOUS, ETC.  DISCUSS HOW            02192028
                COMMUNICATION AMONG PEERS WOULD CHANGE AS A RESULT.         02192029
*FILE           BRAINWASHING  ATTITUDES  PERSUASION                         02192010

*OBJECTIVES     TO ANALYZE CRITICALLY A MILD FORM OF BRAINWASHING.  TO      02193016
                IDENTIFY THE VARIOUS CRITICAL ASPECTS OF THE ROLE-PLAYING   02193017
                SITUATION: THE APPEALS, USED: THREATS, REWARDS, ETC., AND   02193018
                THE PERSONALITY VARIABLES WHICH EFFECT SUCCESS OR FAILURE   02193019
                OF SUCH COMMUNICATION ATTEMPTS.                             02193020
*PREREQUISITE   PREVIOUS MODULES.  2153-2192                                02193021
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*EXPERIENCE    ROLE PLAY A TYPICAL ≠INTERROGATION≠ SITUATION IN A LOCAL      02193011
               POLICE STATION.  A PERSON WITH POLICE EXPERIENCE WOULD        02193012
               SERVE AS THE INTERROGATOR AND A PARTICIPANT AS THE SUBJECT    02193013
               DISCUSS WHAT HAPPENED IN TERMS OF PREVIOUS READINGS: THE      02193014
               KINDS OF APPEALS USED, AND WHAT THEY ARE DESIGNED TO DO.      02193015
*SETTING       LARGE GROUP,  COLLEGE                                         02193010
*MATERIALS     NONE                                                          02193005
*LEVEL         ALL GRADES                                                    02193008
*GENERAL       ALL CANDIDATES                                                02193007
*HOURS         45 MINUTES                                                    02193006
*EVALUATION    LIST THE CRITICAL ASPECTS OF THE ROLE-PLAYING SITUATION.      02193022
*FILE          INTERROGATION  ROLE  MESSAGE                                  02193009
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*OBJECTIVES    TO DEMONSTRATE THE POWER OF PRESTIGE SUGGESTION.  TO          02194020
               PRACTICE PERSUASIVE ARGUMENTS INVOLVING QUALIFICATIONS OF     02194021
               SOURCE.  TO IDENTIFY SOME OF THE FACTORS IN SOURCE            02194022
               CREDIBILITY AND HOW THESE AFFECTED.                           02194023
*PREREQUISITE  NONE                                                          02194024
*EXPERIENCE    HEAR TWO VERSIONS OF TAPE-RECORDED MESSAGES ABOUT U.S.        02194011
               POLICY IN VIETNAM.  THE MESSAGES WOULD BE ESSENTIALLY THE     02194012
               SAME.  INTRODUCE THE SOURCES SO THAT ONE WOULD BE             02194013
               CONSIDERED HIGHLY CREDIBLE THE OTHER LOW CREDIBLE.            02194014
               ADMINISTER AN ATTITUDE TEST BEFORE THE SPEECHES ARE HEARD     02194015
               AND AFTERWARD.  DISCUSS THE RESULTS WITH THE CLASS.  WHAT     02194016
               DO WE MEAN BY CREDIBILITY  WHO HAS CREDIBILITY  RELATE TO     02194017
               NEWSCASTS AND OTHER COURTROOM SCENES.  ARE SOME NEWSPAPERS    02194018
               MORE CREDIBLE THAN OTHERS  WHO CONFERS CREDIBILITY  BOOKS      02194019
*SETTING       LARGE GROUP,  COLLEGE                                         02194010
*MATERIALS     TAPES                                                         02194005
*LEVEL         ALL GRADES                                                    02194008
*GENERAL       ALL CANDIDATES                                                02194007
*HOURS         1 1/2                                                         02194006
*EVALUATION    SUPPOSE YOU ARE IN FAVOR OF HAVING FALL-OUT SHELTERS.  HOW    02194025
               WOULD YOU DESIGN A PERSUASIVE MESSAGE INVOKING THE            02194026
               CREDIBILITY OF THE SOURCE  LIST SOME OF THE BEHAVIORS OF      02194027
               TEACHERS WHICH YOU OBSERVED WITHIN THE PAST WEEK WHICH        02194028
               INFLUENCED YOUR JUDGMENTS OF THEIR CREDIBILITY.  LIST TWO     02194029
               THINGS THAT YOU WOULD DO WHICH YOU BELIEVE WOULD AFFECT       02194030
               YOUR CREDIBILITY AMONG YOUR STUDENTS.                         02194031
*FILE          CREDIBILITY  SOURCE  MESSAGE                                  02194009
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*OBJECTIVES    TO ILLUSTRATE A GIVEN INSTANCE OF EMPATHIC COMMUNICATION      02195022
               (FROM THE STANDPOINTS OF BOTH SOURCE AND RECEIVER) USING      02195023
               NON-VERBAL CODES.  TO DEMONSTRATE THE DIFFICULTY OF           02195024
               COMMUNICATION AMONG PEOPLE WHO DO NOT HAVE SHARED MEANINGS    02195025
               TO DEMONSTRATE HOW MUCH CAN BE COMMUNICATED WITH JUST         02195026
               NON-VERBAL CODES.  TO RE-EMPHASIZE THE ROLE OF FEEDBACK IN    02195027
               COMMUNICATION.                                                02195028
*PREREQUISITE  NONE                                                          02195029
*EXPERIENCE    DIVIDE THE CLASS INTO SMALL GROUPS OF 5-8 PERSONS EACH.       02195011
               IN SOME, GROUPING MUST BE DONE ON SOCIO-METRIC CHOICES        02195012
               DONE EARLIER.  IN OTHERS, ARBITRARILY ASSIGN MEMBERS TO       02195013
               THEIR GROUP.  LET THEM PLAY ≠CHARADE≠, A GAME USING NON-      02195014
               VERBAL SYMBOLS.  LET ONE MEMBER FROM EACH GROUP TRANSMIT      02195015
               THE FOLLOWING MESSAGES: 1) PEET  2) YOURS, MINE AND OURS.     02195016
               HOPEFULLY THESE TWO ARE OPPOSITE IN DIFFICULTY.               02195017
               SOCIOMETRIC GROUPS SHOULD HAVE A RELATIVELY EASIER TIME       02195018
               GUESSING THE MESSAGES THAN NON-SOCIOMETRIC GROUPS. DISCUSS    02195019
               REASON IN TERMS OF EMPATHY, SHARED MEANINGS, ETC. RELATE      02195020
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                TO CULTURAL DIFFERENCE.                                  02195021
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                    02195010
*MATERIALS      NONE                                                     02195005
*LEVEL          ALL GRADES                                               02195008
*GENERAL        ALL CANDIDATES                                           02195007
*HOURS          1                                                        02195006
*EVALUATION     LIST 5 NONVERBAL CODES WHICH YOU MAY TRANSMIT TO STUDENTS 02195030
                AND HOW YOU THINK THEY MIGHT INTERPRET THOSE CODES.  WHAT 02195031
                COULD YOU DO TO INCREASE FIDELITY OF INTERPRETATION      02195032
                BETWEEN YOU + STUDENTS                                   02195033
*FILE           NON-VERBAL  MEANING  GROUP                               02195009
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*OBJECTIVES     TO COMPARE AND CONTRAST MESSAGES WHICH THE TEACHER MAY    02196040
                ENCODE TO ENCOURAGE DISCOVERY AND THE MESSAGES WHICH MAY  02196041
                BE ENCODED TO ENCOURAGE CONFORMITY.  TO IDENTIFY MESSAGE  02196042
                STYLES THAT WILL ENCOURAGE STUDENTS TO SEEK NEW           02196043
                ALTERNATIVES.                                            02196044
*PREREQUISITE   NONE                                                     02196045
*EXPERIENCE     GIVE TRAINEES THE 9-DOT PUZZLE TO SOLVE (NINE DOTS EQUALLY02196013
                SPACED TO BE CONNECTED BY DRAWING FOUR STRAIGHT LINES     02196014
                WITHOUT LIFTING PENCIL FROM PAPER OR RETRACING). THIS     02196015
                EXERCISE SHOULD HELP TRAINEES SEE THE RESTRICTIONS THEY   02196016
                PLACE ON THEMSELVES WHEN FACED WITH A PROBLEM.  THEN GIVE 02196017
                THEM A PLANT, ANIMAL, OR SOME OBJECT TO DESCRIBE.  ALLOW 502196018
                -10 MINUTES TO DESCRIBE THE OBJECT, THEN PUT THEM IN      02196019
                GROUPS OF THREE TO DISCUSS WHAT THEY HAVE OBSERVED.       02196020
                DISCUSS WHAT HAPPENED AS THEY OBSERVED ALONE AND AS THEY  02196021
                OBSERVED WITH OTHERS.  NEXT GIVE EACH PERSON A LOW POWER  02196022
                MAGNIFYING GLASS TO OBSERVE THE OBJECT, THEN AFTER ABOUT  02196023
                5 MINUTES GIVE THEM A HIGHER POWER MAGNIFYING GLASS TO    02196024
                OBSERVE THE SAME OBJECT.  NOW PUT THEM IN GROUPS OF THREE 02196025
                PERSONS AGAIN FOR FIVE MINUTES TO COMPARE OBSERVATIONS.   02196026
                AFTER 10 MINUTES PUT THEM IN NEW GROUPS OF THREE PERSONS  02196027
                FOR ANOTHER 5 MINUTES.  DISCUSS WHAT HAPPENED TO THE      02196028
                NUMBER OF ELEMENTS OBSERVED UNDER EACH OF THE CONDITIONS;  02196029
                RELATE TO MODULE ON PERCEPTION OF THE WORLD, TO           02196030
                RESTRICTIONS ON COMMUNICATION INPUTS, TO CONCEPT           02196031
                FORMATION AND LABELING, TO PATTERNS OF REINFORCEMENT.     02196032
                FOLLOW WITH EXPERIENCE WHERE CONFORMITY BEHAVIOR IS       02196033
                SOUGHT, E.G. LEARNING A SET OF PROCEDURES, SOURCE LIMITING02196034
                THE INPUTS AND POSITIVELY REINFORCING THE DESIRED RESPONSE02196035
                AND NEGATIVELY REINFORCING ALL OTHER RESPONSES.  NOTE     02196036
                EXTENT TO WHICH REINFORCEMENT COMES FROM SOURCE FOR       02196037
                CONFORMITY AND OUTSIDE THE SOURCE FOR THE DISCOVERY       02196038
                EXPERIENCE, AND THE AMOUNT OF COMMUNICATION INPUTS.       02196039
*SETTING        LARGE GROUP  INDEPENDENT  SMALL GROUP (1-12 STUDENTS),    02196011
                COLLEGE                                                  02196012
*MATERIALS      TWO POWERS OF MAGNIFYING GLASSES FOR EACH PERSON, A PLANT,02196005
                ANIMAL OR OTHER OBJECT FOR EACH PERSON.                  02196006
*LEVEL          ALL GRADES                                               02196009
*GENERAL        ALL CANDIDATES                                           02196008
*HOURS          2                                                        2196007
*EVALUATION     DEVELOP THE INTRODUCTION AND PLAN FOR A DISCOVERY         02196046
                SEQUENCE, AND AN INTRODUCTION AND PLAN FOR A CONFORMITY   02196047
                SEQUENCE.                                                02196048
*FILE           DISCOVERY  CONFORMITY  PATTERNS                          02196010
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*OBJECTIVES     TO HAVE TRAINEES EXPERIENCE IN AN EGO-INVOLVING WAY, THE  02197030
                EFFECTS OF CONTINUING NEGATIVE REINFORCEMENT AND SOME OF  02197031
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| | THE COMMUNICATION PATTERNS THAT PRODUCE THESE FEELINGS. | 02197032 |
| *PREREQUISITE | NONE, HOWEVER, SOME DISCUSSION OR READINGS IN LEARNING THEORY WOULD BE HELPFUL. | 02197033<br>02197034 |
| *EXPERIENCE | THE TRAINEES EACH WILL BE GIVEN AN EXTREMELY DIFFICULT PROBLEM TO SOLVE. AS THEY WORK ON THIS PROBLEM, THEY WILL BE TOLD EVERY MINUTE OR TWO THAT THEY ARE NOT DOING IT CORRECTLY. AFTER THE FIRST COUPLE OF REPORTS TO THEM ON THEIR LACK OF SUCCESS, THEY WILL BE TOLD: #IT IS DIFFICULT TO UNDERSTAND HOW YOU COULD HAVE SO MUCH DIFFICULTY WITH SUCH A SIMPLE PROBLEM. IF YOU HAD BEEN DOING YOUR WORK YOU WOULD BE ABLE TO HANDLE THIS EASILY. MAYBE YOU ARE NOT AS BRIGHT AS WE THOUGHT YOU ARE.# ALSO COMMENT ON SOME DISARRANGEMENT OF THEIR CLOTHING. NOTE CHANGES IN THEIR BEHAVIOR, AS THEY WORK ON THE TASK AND COMMENTS THEY MAKE. ASK THEM FOR THEIR REACTIONS TO THE PROBLEM AND THE COMMUNICATION THAT OCCURRED WHILE THEY WERE WORKING ON THE PROBLEM. FOLLOW THIS WITH A DISCUSSION OF THE IMPACT OF AVERSIVE COMMUNICATION (NEGATIVELY REINFORCING STIMULI) ON BEHAVIOR. | 02197014<br>02197015<br>02197016<br>02197017<br>02197018<br>02197019<br>02197020<br>02197021<br>02197022<br>02197023<br>02197024<br>02197025<br>02197026<br>02197027<br>02197028<br>02197029 |
| *SETTING | LARGE GROUP SMALL GROUP (1-12 STUDENTS), COLLEGE | 02197013 |
| *MATERIALS | A PROBLEM WHICH HAS SEVERAL ALTERNATE SOLUTIONS, NONE OF WHICH IS EASY TO OBTAIN. IT COULD BE BASED ON A CURRICULUM QUESTION IN WHICH STUDENTS HAVE TO MATCH THE DECISION OF A PANEL OF EXPERTS. | 02197005<br>02197006<br>02197007<br>02197008 |
| *LEVEL | ALL GRADES | 02197011 |
| *GENERAL | ALL CANDIDATES | 02197010 |
| *HOURS | 3/4 | 02197009 |
| *EVALUATION | KEEP A DIARY FOR A WEEK, RECORDING COMMUNICATION BY THEIR TEACHERS WHICH THEY CONSIDER TO HAVE AN EFFECT SIMILAR TO THAT EXPERIENCED IN THE ABOVE CONTRIVED SITUATION. THE DIARY WOULD INCLUDE THE CONTEXT, MESSAGE, STUDENT RESPONSE AND CHANGES IN COMMUNICATION THEY WOULD TRANSMIT TO THE TEACHER. | 02197035<br>02197036<br>02197037<br>02197038<br>02197039<br>02197040 |
| *FILE | MESSAGES REINFORCEMENT SENSITIVITY | 02197012 |

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| *OBJECTIVES | TO DEMONSTRATE SOME OF THE THINKING AND REACTIONS OF ELEMENTARY STUDENTS AS A MEANS OF ASSISTING TRAINEES WITH AUDIENCE ANALYSIS. TO PROVIDE A TEST OF TRAINEES# ABILITY TO APPLY COMMUNICATION PRINCIPLES IN AUDIENCE ANALYSIS. | 02198027<br>02198028<br>02198029<br>02198030 |
| *PREREQUISITE | MODULES 2153-2197 | 02198031 |
| *EXPERIENCE | HAVE THE TRAINEES INDIVIDUALLY VISIT WITH TWO OR THREE ELEMENTARY STUDENTS IN A SCHOOL, DISCUSSING WITH THESE CHILDREN WHAT KIND OF TEACHING AND TEACHERS THEY LIKE AND DISLIKE AND WHY. PROBE FOR INTERPRETATIONS OF VARIOUS CODES--VERBAL AND NONVERBAL-- WHICH FORM THE BASIS FOR THE IMPRESSIONS THE CHILDREN HAVE OF SPECIFIC TEACHERS AND TEACHING SITUATIONS. UPON RETURN TO THE UNIVERSITY, DISCUSS IN TEAMS OF 5, WHAT THEY LEARNED FROM THESE VISITS AND WHICH COMMUNICATION PRINCIPLES PERTAIN TO THE THINGS THEY HEARD, AND OBSERVED DURING THE VISITS WITH THE CHILDREN. ALSO, NOTE THOSE ELEMENTS WHICH MADE IT EASY OR DIFFICULT FOR THEM TO COMMUNICATE WITH THE CHILDREN. EACH TEAM OF FIVE WILL PREPARE A SUMMARY REPORT OF OBSERVATIONS RELEVANT COMMUNICATION PRINCIPLES, AND RECOMMENDATIONS THAT THEY WOULD FRAME FOR BEGINNING TEACHERS BASED ON THE OBSERVATION REPORT. | 02198011<br>02198012<br>02198013<br>02198014<br>02198015<br>02198016<br>02198017<br>02198018<br>02198019<br>02198020<br>02198021<br>02198022<br>02198023<br>02198024<br>02198025<br>02198026 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), SCHOOL | 02198010 |
| *MATERIALS | NONE | 02198005 |
| *LEVEL | ALL GRADES | 02198008 |
| *GENERAL | ALL CANDIDATES | 02198007 |

| | | |
|---|---|---|
| *HOURS | 1 | 02198006 |
| *EVALUATION | CHECK NUMBER OF TYPES OF CODES NOTED, ALONG WITH PERCEIVED INTERPRETATIONS, GROUP STRUCTURAL PATTERNS, ELEMENTS IN THE PHYSICAL SITUATION, PERCEPTUAL VARIABLES NOTED IN THE REPORTS, AND THE EXTENT TO WHICH ROLE PERCEPTIONS OF THE STUDENTS WERE NOTED AND REPORTED. | 02198032<br>02198033<br>02198034<br>02198035<br>02198036 |
| *FILE | CODES MEANING INTERPERSONAL | 02198009 |

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|---|---|---|
| *OBJECTIVES | TO HELP SPECIFY SOME OF THE COMMUNICATION PROBLEMS WHICH ARISE IN TEACHING AND WAYS OF COPING WITH THE PROBLEMS. | 02199033<br>02199034 |
| *PREREQUISITE | THIS MODULE COULD BE USED EARLY IN THE TRAINING AS A COMMON EXPERIENCE TO REFER TO IN TEACHING THE PRINCIPLES; OR IT COULD BE USED AT SOME LATER POINT IN THE TRAINING AS A MEANS OF PROVIDING PRACTICE IN APPLYING THE PRINCIPLES LEARNED UP TO THAT POINT. | 02199035<br>02199036<br>02199037<br>02199038<br>02199039 |
| *EXPERIENCE | DEVELOP A SIMULATION OF A FIRST WEEK AT SCHOOL. ASSIGN ROLES WHICH INCLUDE TEACHER, STUDENTS, PRINCIPAL, CUSTODIAN AND SOME PARENTS. PERIODICALLY THROUGHOUT THE SIMULATION, THESE ROLES SHOULD BE CHANGED AND THE SIMULATION INTERRUPTED TO HAVE PARTICIPANTS PLAY THE ROLE OF OBSERVER OF THE COMMUNICATION BEHAVIOR IN THE SIMULATION. THE SIMULATION TASKS WOULD INCLUDE SETTING UP THE CLASSROOM FOR THE FIRST DAY, GETTING THE EQUIPMENT IN PLACE TO ACHIEVE THE OBJECTIVES AND SET THE CLIMATE FOR THE CLASS. NEXT MEET THE PARENTS AND CHILDREN AS THEY ARRIVE AT THE SCHOOL, HANDLE INTRODUCTIONS AND START THE SESSION. AMONG THE CHILDREN THERE WOULD BE ROLES ASSIGNED TO PORTRAY THE MISCHIEVOUS CHILD, THE DISINTERESTED AND APATHETIC CHILD, THE SERIOUS STUDENT, AND THE BRIGHT PRECOCIOUS STUDENT. NOTE HOW DIFFERENT PERSONS PLAY THE DIFFERENT ROLES AND DISCUSS THE EXTENT TO WHICH THE TRAINEES COULD PLAY THE ASSIGNED ROLES. RELATE ROLE PLAYING PERFORMANCE TO RECEIVER ORIENTATION IN COMMUNICATION TERMS; I.E., BEING SKILLED AT RECEIVER ORIENTATION REQUIRED ONE TO BE SKILLFUL AT TAKING THE ROLE OF THE OTHER PERSON. | 02199012<br>02199013<br>02199014<br>02199015<br>02199016<br>02199017<br>02199018<br>02199019<br>02199020<br>02199021<br>02199022<br>02199023<br>02199024<br>02199025<br>02199026<br>02199027<br>02199028<br>02199029<br>02199030<br>02199031<br>02199032 |
| *SETTING | LARGE GROUP INDEPENDENT SMALL GROUP (1-12 STUDENTS), COLLEGE | 02199010<br>02199011 |
| *MATERIALS | ITEMS TYPICALLY FOUND IN AN ELEMENTARY CLASSROOM. | 02199005 |
| *LEVEL | ALL GRADES | 02199008 |
| *GENERAL | ALL CANDIDATES | 02199007 |
| *HOURS | 6 | 02199006 |
| *EVALUATION | PEER JUDGMENTS OF THE EFFECTIVENESS OF THE ROLE PLAYING BY THE VARIOUS PERSONS; INDIVIDUAL REPORTS OF THE COMMUNICATION BEHAVIORS OBSERVED DURING THE ROLE PLAYING WITH STATEMENTS OF THE EXTENT TO WHICH SELECTED COMMUNICATION PRINCIPLES WERE OPERATING. | 02199040<br>02199041<br>02199042<br>02199043<br>02199044 |
| *FILE | SIMULATION COMMUNICATION STRATEGIES PATTERNS | 02199009 |

# LITERATURE FOR CHILDREN

## INTRODUCTION

"LITERATURE FOR CHILDREN" DEFINED. Literature that can provide for children (ages 6-14) wholesome and rewarding experiences of enjoyment, insight and wisdom, and self realization is included in Literature for Children.

## MAJOR OBJECTIVES

It is intended that the students who study Literature for Children as one of the Scholarly Modes of Knowledge begin to evidence realization of the following major objectives:

To become more familiar with the literature that is available for children.

To develop criteria for evaluating the broad types of literature read by children.

To identify the most effective modes of access to literature and to learn how to create in children a joy and love of good books.

To recognize the values that literature holds for children.

To develop skill in using literature in the total elementary school program.

To gain skill in guiding children's study of literature.

To widen one's knowledge of and learn to appraise more adequately the graphic media used by artists to illustrate books for children.

To identify comtemporary pace-setting authors and illustrators of children's literature.

## CONTRIBUTIONS OF "LITERATURE FOR CHILDREN" TO THE ANALYTIC SKILLS AND MODES OF INQUIRY OF THE TEACHER CANDIDATES

New developments as the following have directly or indirectly highlighted the establishment of elementary school literature programs:

1. Bruner's stress on the necessity of helping children to discover the structure of each discipline and its mode of inquiry (including literary art and graphic arts).

2. The growing number of institutes and conferences on the study of literature and unified English Language Arts programs for English teachers and librarians and sponsored by the federal government and the National Council of Teachers of English.

3. The inclusion of children's literature in the National Assessment program.

Other factors that have made the study of literature for children an essential mode of knowledge for the teacher candidate are the development of the varied educational practices and innovations in other disciplines which are included in the elementary school program. For example, the teacher candidate must know literature for children and must know how to use it in order to implement an Individualized Reading Program, a Critical Reading Program, or the Unified (or Integrated) Social Studies Program. With the widespread practice of having centralized libraries and learning centers in today's elementary schools it is also important that the prospective teacher know how to appraise, select, and use to advantage the huge amount of print and non-print media (audio visual aids) that is available and readily accessible to him and his students. The activities and approaches identified in the course of study for Literature for Children are intended to prepare the preservice teacher to meet these demands as well as significant others.

## OVERVIEW OF THE CONTENT OF LITERATURE FOR CHILDREN

The activities and approaches used in Literature for Children are intended to help the student study the following topics:

The study of literature for children is viewed as a discipline which combines two areas of the Humanities, namely, literary art and the graphic arts.

The constants of quality literature are identified as well as the characteristics of the genre of literature for children (poetry, picture books, historical fiction, modern realistic fiction, folk literature, modern fantasy, factual books, drama and the like).

Schools of art employed by artists to illustrate children's books are identified and appraised.

Graphic art media used by artists to illustrate children's books are identified and appraised.

Values that literature holds for children are examined. This aspect of the study of literature for children helps the trainee recognize that literature holds answers to such questions as: Who am I? What is Man? What is the (or my) world? Why am I like I am? What is the human experience? Or, to express it another way: Literature provides the young reader means by which he finds enjoyment, new perspectives, experiences (vicarious), insight into human behavior, facts about his world, and beauty.

Uses of literature by children are explored:

Considerable attention is given to the study of the content, the techniques, as well as the issues of teaching literature in the elementary grades.

Considerable attention is given to the study of techniques and materials that the teacher can use to create an environment in which children can grow to enjoy reading quality literature and develop the habit of reading.

Brief attention is given to the issues, trends, and methods of using trade books in the total school curriculum (instructional reading programs, developing language skills, science, social studies, and mathematics, art, and music education.

Time Requirements

Literature for Children is an introductory survey course for undergraduate level teacher education students. Ten weeks or thirty class hours (One quarter term) are required to complete the minumum course content and requirements.

## RATIONALE FOR SUGGESTED ACTIVITIES AND APPROACH TO THE STUDY OF LITERATURE FOR CHILDREN

Whether or not the teacher of elementary school children is a generalist or a specialist he is expected to select children's trade books for use in various aspects of the curriculum. In large measure this component prepares the prospective teacher for that task. In order to select books wisely the book selector must have a knowledge of children's books themselves and he must know the criteria for evaluating them. The activities and approach to the study of literature for children acquaints the teacher candidate with children's books --the old and the current the quality as well as the inferior publication. This breadth and depth of background is necessary if the book selector is to recognize and select works of merit from the new and the old. Learning about children's books is a lifelong task. Although this competency can be acquired to a fairly high degree by means of an introductory or preparatory course, the selector must also have experience in working with books and the children who read them. Thus in addition to reading many children's books and reading about children's literature, the student enrolled in Literature for Children is expected to try out various books and approaches with children. They are also asked to observe how literature is taught and used in the schools.

Seldom is a teacher able to help his students learn what he does not know to some degree himself. The children of today and in the near future will be expected to know literature as a

discipline. They will be expected to make use of literary art selections as they pursue knowledge in such areas as science, anthropology, economics, history, geography, mathematics, and the like. They will be asked to react to the moral and social values that are revealed in literature depicting human activities, human feelings and needs, and man's attempt to resolve his basic conflicts (Anglo-American Seminar on the Teaching of English held at Dartmouth College, 1966). Therefore, many of the activities and the approach used in this experience were selected for the express purpose of helping the trainee acquire this kind of knowledge.

While the focus is on the literature itself, considerable attention is given to the quality and validity of children's experiences with literature. The school has a responsibility to create an environment that will make the children want to read. It has been the experience of this writer during her work with in-service training programs in the schools that teachers have expressed the need for help in identifying learning experiences that would accomplish this goal. They need help in developing flexible and informal methods of dealing with children's trade books. They need help in recognizing the contribution that a wide variety of reading and interpretive activities can make in helping children become critical readers. They need help to develop that kind of enthusiasm for reading that is contagious and captures the imagination of the pupils, that will promote further interest in reading by children. Thus the activities and approach used in Literature for Children exemplifies and highlights the criteria for the provision of learning experiences in which trade books are involved.

The elementary school teacher faces and will continue to face numerous innovations in curricular offerings, methods of teaching and types of instructional materials. Undoubtedly when the teacher plans the literature program he will find that innovations in education will influence the kinds of books that are published, selected, and used in the schools. A professionally competent teacher is expected to make decisions as to whether or not he will implement one ar another innovation in his literature program. The educational trends and issues that are directly related to literature programs are identified and evaluated in the Literature for Children component. Not only will this aspect of

the study of literature alert the teacher candidate to current educational trends and practices but it will give him an idea as to how to evaluate education innovations, issues, and trends that arise in the future.

## UNIQUE APPROACHES EMPHASIZED

Activities and approaches which might be viewed as unique offerings for teacher candidates studying Literature for Children are summarized below. In the main they reflect the trends to individualize instruction and emphasize the structure of literature as a discipline; they reflect the recommendations of the Anglo-American Seminar on the Teaching of English and In-service teachers.

Extensive viewing of non-print media (films, filmstrips, tape recordings of interviews with authors and illustrators, slides of illustrations of children's books, slides of motivating and interpreting activities, etc.) by the students during independent study time.

Identification of significant research in children's literature.

Emphasis on the study of literature for children as a separate discipline which combines two areas of the humanities, namely literary art and the graphic arts.

Emphasis on motivating and interpretive activities on the basis of established criteria.

## ORGANIZATION OF LITERATURE FOR CHILDREN

Within the structure of thirty hours of class time, outside of class time readings and activities, the experiences are organized as follows:

A common body of knowledge is gained through large group lectures (at least three hours each week) and assigned readings from the professional literature and a textbook

such as Huck, Charlotte S. and Doris Young Kuhn. Children's Literature in the Elementary School, Second edition. Holt, Rinehart and Winston, 1968.

Independent study of aspects of the field is emphasized, including (a) overviewing of non-print materials as select films, tapes, slides, records, and the like and (b) the perusal of the professional literature (articles and research reports) on aspects of literature for children of interest to the student of literature for children.

Wide reading of literature for children and appraisals of books read is expected of each student. Each student is asked to read books for children ranging from ages 4-14 years. If the prospective teacher is especially interested in working with children within one age range, however, he is expected to concentrate his efforts in reading and evaluating the literature that is available within that age range.

Special interests of small groups and individuals are encouraged and facilitated by way of specialized bibliographies, lists of varied activities related to the study and use of literature, and conference and discussion sessions.

The student is asked to try out various books and approaches with children. He is also asked to observe how literature is taught and used in the school.

Evaluation of the degree and quality that the teacher has met minimum requirements is carried out by various means. Objective tests covering the application of principles of book selection, criteria for various literary types and criteria for using books in learning experiences offered in school, are administered. Written assignments in which the student reports his experiences of trying out books with children and his reactions to his observations in the schools, critiques of research reports and articles, evaluations of children's books read, and position papers on the issues of children's literature are other means employed in evaluation.

## RESOURCES REQUIRED TO IMPLEMENT THE PROGRAM

The materials listed below represent the type of materials that are used by the students of Literature for Children. Where specific titles are indicated these are merely representative of the type of materials thatareoffered students. Far more extensive bibliographies have been developed by the writer in each area and are available upon request. These extensive bibliographies have been developed by the writer in each area and are available upon request. These extensive bibliographies are constantly updated and are issued to the students for their use during independent study and the pursuit of special interests.

Extensive collection of literature for children:

Library Holdings: Students must have access to a wide variety of children's books which are continually updated. In addition to a well-stocked Instructional Media Center which is part of the program, local public libraries, county libraries and elementary school collections should be tapped.

Book Exhibits: "AIGA Children's Books", Combined Books, Books on Exhibit are a few of the traveling exhibits that are used by the students and can be housed in the Instructional Media Center during designated periods of time.

Book Review Publications that are included in the collection are: Young Readers Review, ALA Booklist and Subscription Books, Elementary English, the Horn Book Magazine, Saturday Review, N. Y. Times Book Review, Reading Ladders for Human Relations and Literary Timeline. These publications alert the student to the most recent publications as well as books that can be used to meet specialized interest and study reading needs.

Non print media: Films, filmstrips, recordings, video tapes and kinescopes that exemplify the presentation of literature in nonprint form or exemplify resources for extending and enriching the literature program are viewed by groups and individuals. The titles below serve to exemplify specific nonprint materials that are made available to the students of Literature for Children.

Video Tapes: Newbery and Caldecott Awards Acceptance Speeches (available from Children's Services Division of A.L.A.)

Kinescopes:
The Illustrators; Louis Slobodkin illustrates a story told to him (University of Michigan)
The Child Creates: Children interpret via graphic art media and creative dramatics a story told to them. (University of Michigan)
Tales, Tall and Otherwise: Niel Snortum discusses different kinds of folktales. (University of Michigan)
Writing for Children: Interview with Robert Burch and Irene Hunt (University of Michigan)
English for Elementary Teachers: A Television Series on Literature and Language (National Council of Teachers of English)

Tape Recordings:
Augusta Baker, "Image of the Negro in Children's Literature", University of Utah's Children's Literature Conference. Caravan of Books Radio Programs (from Chicago, Illinois, Authors and illustrators are interviewed by Ruth Harshaw and children for Chicago area schools). Interviews with such personalities as Edwin Tunic, Rebecca Caudill, Suzanne de Bohegyi, Elizabeth Enright, Pearl S. Buck, and Maia Wojciehowska.

Filmstrips and Records:
The Tale of Peter Rabbit (Beatrix Patter) and Sing a Song of Sixpence and Queen of Hearts (Randolph Caldecott)
American Folklore Heroes (Visual Education Consultants) (Weston Woods)

Films:
The Lively Art of Picture Books (Weston Woods)
Little Blue and Little Yellow (Contemporary Films)
A Bell for Ursli (Swiss Travel Center)
This is New York (Sim Production)
The Story of a Book (Churchill Films)
And Something More (American Library Association)
Preparing Your Book Report (Coronet)

Whistle for Willie (Weston, Woods)
Alexander and the Car (Weston Woods)

Figurines for Shadow Box Displays
Hitty Doll - Hitty, Her First Hundred Years by Rachel Field
Boat - in - a - Bottle --Pierre Pidgeon by Lee Kingman
Winnie the Pooh Character Dolls - The World of Pooh or The World of Christopher Robin by A.A. Milne
Danish Trolls - The Marsh Crone's Brew by Ibseen Olsen
Panorama Easter Egg - The Country Bunny and the Little Gold Shoes by Du Bose Heyward
Wall hanging depeicting scenes from Hans C. Anderson's Fairy Tales
Beatrix Potter character figurines - Tale of Peter Rabbit, Benjamin Bunny, Squirrel Nutkin, etc. made by Beswick China Company.

Curriculum Materials - Literature program materials are issued by such educational groups as the following:

Nebraska Curriculum Development Center, University of Nebraska
Los Altos School District Literature Program Study Guides
Project English Demonstration Center, Western Reserve University
Project English at Purdue University
Center for Curriculum Development in English, University of Minnesota.

Books

Suggested textbook: Huck, Charlotte S. and Doris Young Kuhn. Children's Literature in the Elementary School. Holt, Rinehart and Winston, 1968.

Other Significant References:

Arbuthnot, May Hill, Children and Books. Scott Foresman, 1964.

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Fenwich, Sara, A Critical Approach to Children's Literature. University of Chicago Press, 1966.

Fisher, Margery. Intent Upon Reading. Brockhampton Press, 1961.

Foster, Joanna, Pages, Pictures, and Print, Harcourt, Brace and World, 1958.

Freeman, Ruth S. Children's Picture Books - Yesterday and Today. Century House, 1967.

Frye, Northop. The Educated Imagination. Indiana University Press, 1964.

Haviland, Virgina. Children's Literature: A Guide to Reference Sources. Library of Congress, 1966.

King, Martha and others. Teaching Critical Reading. Lippincott, 1967.

Klemin, Diana. The Art of Art for Children's Books. Clarkson N. Potter, Inc., 1966.

Mueller, Herbert J. The Uses of English. Holt, Rinehart, and Winston, 1967.

Pitz, Henry C. Illustrating Children's Books, Watson-Guptill, 1963.

Smith, Lillian H., The Unreluctant Years. American Library Association, 1953

Walsh, Frances. That Eager Zest: First Discoveries in the Magic World of Books. Lippincott, 1961.

This portion of the teacher preparation program, Literature for Children, was developed by Dr. Patricia Cianciolo.

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*OBJECTIVES    TO DIFFERENTIATE BETWEEN LITERATURE FOR ADULTS AND          00221024
               LITERATURE FOR CHILDREN                                    00221025
*PREREQUISITE  HUCK AND KUHN, CHILDREN(S LITERATURE IN THE ELEMENTARY      00221026
               SCHOOL, SECOND EDITION, HOLT,RINEHART+WINSTON,1968,        00221027
               PP,28-36.                                                  00221028
*EXPERIENCE    AFTER YOU HAVE READ ONE OF THE FOLLOWING BOOKS COME        00221018
               PREPARED TO DISCUSS THE BOOK DISIGNATING IN LIGHT OF THE   00221019
               BOOK≠S CONIENT, STYLE, OR THEME THE AGE RANGE THAT WOULD   00221020
               MOST LIKELY ENJOY AND MORE FULLY BENEFIT FROM READING IT,  00221021
               STATE SPECIFICALLY WHY YOU DISGNATED THE READING AUDIENCE  00221022
               AS YOU DID,                                                00221023
*SETTING       SMALL GROUP (1-12 STUDENTS),  COLLEGE                      00221017
*MATERIALS     ANGLUND, JOAN WALSH, SPRING IS A NEW BEGINNING HARCOURT,   00221005
               BRACE + WORLD, 1963,  CLEAVER, VERA AND BILL, ELLEN GRAE,  00221006
               LIPPINCOTT, 1967,  CUNNINGHAM, JULIA, DORP DEAD,           00221007
               PANTHEON, 1965,  PICARD, BARBARA, ONE IS ONE, HOLT,        00221008
               RINEHART + WINSTON, 1966, OTHER BOOKS LISTED IN            00221009
               BIDLIOGRAPHY PREPARED BY PATRICIA CIANCIOLO FOR THIS       00221010
               ACTIVITY                                                   00221011
*LEVEL         ALL GRADES                                                 00221014
*GENERA_       ALL CANDIDATES                                             00221013
*HOURS         1                                                          00221012
*EVALUATION    DURING THEIR DISCUSSIONS STUDENTS MUST HIGHLIGHT HOW EACH  00221029
               OF THE BOOKS CITED ABOVE DOES OR DOES NOT COMPLY WITH WHAT 00221030
               HUCK AND KUHN SAY MOST CHILDREN WILL LIKE OR UNDERSTAND IN 00221031
               TERMS OF A BOOK≠S CONTENT, STYLE, OR THEME,                00221032
*FILE          READING INTERESTS  LITERATURE FOR CHILDREN; DEFINED        00221015
               ANALYZE BOOKS                                              00221016
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*OBJECTIVES    TO DIFFERENTIATE BETWEEN LITERATURE FOR ADULTS AND          00222017
               LITERATURE FOR CHILDREN,                                   00222018
*PREREQUISITE  HUCK AND KUHN,  CHILDREN≠S LITERATURE IN THE ELEMENTARY    00222019
               SCHOOL,  SECOND EDITION, HOLT,RINEHART, AND WINSTON, 1968, 00222020
               PP,28-36.                                                  00222021
*EXPERIENCE    IDENTIFY AND BE PREPARED TO DISCUSS ONE BOOK THAT YOU       00222012
               BELIEVE PROPERLY EXEMPLIFIES A LITERARY SELECTION FOR      00222013
               CHILDREN AS WELL AS ONE BOOK THAT WOULD BE PROPERLY        00222014
               CLASSIFIED AS A LITERARY SELECTION FOR ADULTS,  STATE WHY  00222015
               YOU HAVE DESIGNATED EACH BOOK TO THAT READING AUDIENCE,    00222016
*SETTING       SMALL GROUP (1-12 STUDENTS),  COLLEGE                      00222011
*MATERIALS     BLANK                                                      00222005
*LEVEL         ALL GRADES                                                 00222008
*GENERA_       ALL CANDIDATES                                             00222007
*HOURS         1                                                          00222006
*EVALUATION    STUDENTS WILL HIGHLIGHT IN THEIR DISCUSSION HOW THEIR      00222022
               SELECTION OF LITERATURE FOR CHILDREN COMPLIES WITH WHAT    00222023
               THE AUTHORS SAY MOST CHILDREN WILL LIKE OR UNDERSTAND      00222024
               ABOUT A BOOKS CONTENT SETTING, STYLE, THEME, ETC,  THEY    00222025
               WILL IDENTIFY WHAT ASPECTS OF THEIR LITERATURE FOR ADULT    00222026
               SELECTION WOULD NOT BE ENJOYED OR UNDERSTOOD BY CHILDREN,  00222027
*FILE          LITERATURE FOR CHILDREN; DEFINED  READING INTERESTS        00222009
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*OBJECTIVES   TO BE ABLE TO RECOGNIZE THE THEME OF A BOOK AND REALIZE   00223025
              THAT IT MAY OR MAY NOT BE ACCEPTABLE TO THE READER,  TO   00223026
              GAIN SKILL IN GUIDING CHILDREN≠S STUDY OF LITERATURE      00223027
*PREREQUISITE HUCK AND KUHN,  CHILDREN≠S LITERATURE IN THE ELEMENTARY   00223028
              SCHOOL  SECOND EDITION,  HOLT RINEHART + WINSTON, 1968    00223029
              PP, 10=11,P,18                                            00223030
*EXPERIENCE   READ ALOUD A BOOK TO A GROUP OF CHILDREN IN GRADE FOUR OR 00223013
              BEYOND,  HELP THE CHILDREN TO IDENTIFY THE THEME(S) OF    00223014
              THE BOOK AND ASK THEM TO EVALUATE THAT MESSAGE,           00223015
              DISCUSSIONS OR WRITTEN STATEMENTS MAY BE THE MEANS BY     00223016
              WHICH THE CHILDREN CAN PRESENT THEIR THOUGHTS ABOUT THE   00223017
              THEME OF THE BOOK,  TITLES THAT ARE ESPECIALLY APPROPRIATE00223018
              FOR THIS ASSIGNMENT ARE LISTED BELOW BUT ANY OTHER        00223019
              APPROPRIATE BOOK MAY BE SELECTED,  NEWMAN, ROBERT, THE BOY00223020
              WHO COULD FLY  CUNNINGHAM,JULIA DORP DEAD                 00223021
              IPCAR,DAHLOV, GENERAL FELICE  IN A WRITTEN REPORT OF      00223022
              APPROXIMATELY TWO TYPEWRITTEN PAGES STATE THE RESULTS OF  00223023
              THIS EXPERIENCE IN USING LITERATURE WITH CHILDREN,        00223024
*SETTING      INDEPENDENT,  SCHOOL                                      00223012
*MATERIALS    ANY WELL WRITTEN MODERN REALISTIC FICTION, HISTORICAL     00223005
              FICTION OR BIOGRAPHY,                                     00223006
*LEVEL        GRADES 5=8                                                00223009
*GENERAL      ALL CANDIDATES                                            00223008
*HOURS        4                                                         00223007
*EVALUATION   TEACHER CANDIDATE≠S REPORT WILL INCLUDE A STATEMENT OF    00223031
              THE BOOK≠S THEME(S) AS WELL AS QUOTES OF THE CHILDREN     00223032
              MADE DURING THEIR DISCUSSIONS OR WRITTEN STATEMENTS       00223033
              ABOUT THE THEME≠S ACCEPTABILITY, SIGNIFICANCE, ETC,       00223034
*FILE         COMPONENTS OF LITERATURE EXPERIENCE IN USING BOOKS WITH   00223010
              CHILDREN  CRITICAL READING                                00223011
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*OBJECTIVES   TO BE ABLE TO RECOGNIZE THE THEME OF A BOOK AND REALIZE   00224025
              THAT THE READER MAY (OR MAY NOT) APPLY IT TO HIS LIFE     00224026
              SPHERE,  TO GAIN SKILL IN GUIDING CHILDREN≠S STUDY OF     00224027
              LITERATURE                                                00224028
*PREREQUISITE HUCK AND KUHN,  CHILDREN≠S LITERATURE IN THE ELEMENTARY   00224029
              SCHOOL,  SECOND ED, HOLT RINEHART + WINSTON,1968, PP,10-11,00224030
              P18,                                                      00224031
*EXPERIENCE   READ ALOUD A PICTURE BOOK TO A GROUP OF CHILDREN IN GRADE 00224012
              ONE OR BEYOND,  HELP THE CHILDREN TO IDENTIFY THE THEME OF00224013
              THE BOOK AND ASK THEM TO EVALUATE THAT MESSAGE,  AN       00224014
              INFORMAL DISCUSSION DURING WHICH THE CHILDREN ARE         00224015
              PERMITTED TO EXPRESS THEIR OWN THOUGHTS ABOUT AND         00224016
              REACTIONS TO THE BOOK≠S MESSAGE MAYBE ONE MEANS OF        00224017
              TEACHING THIS ASPECT OF LITERATURE STUDY BUT ANY OTHER    00224018
              MEANS MAYBE USED,  TITLES THAT ARE ESPECIALLY APPROPRIATE 00224019
              BOOK MAYBE SELECTED,  NESS,EVALINE,  SAM BANGS, AND       00224020
              MOONSHINE  LIONNI,LEO,  SWIMMY  HILL,ELIZABETH S, EVAN≠S  00224021
              CORNER  IN A WRITTEN REPORT OF APPROXEMATELY TWO          00224022
              TYPEWRITTEN PAGES STATE THE RESULTS OF THIS EXPERIENCE IN 00224023
              USING LITERATURE WITH CHILDREN,                           00224024
*SETTING      INDEPENDENT,  SCHOOL                                      00224011
*MATERIALS    ANY WELL WRITTEN PICTURE BOOK,                            00224005
*LEVEL        GRADES 1=4                                                00224008
*GENERAL      ALL CANDIDATE                                             00224007
*HOURS        1                                                         00224006
*EVALUATION   TRAINEE≠S REPORT WILL INCLUDE A STATEMENT OF THE          00224032
              BOOK≠S THEME AS WELL AS QUOTES OF THE CHILDREN MADE DURING00224033
              THEIR DISCUSSION ABOUT THE THEME≠S ACCEPTABILITY,         00224034
              SIGNIFICANCE, ETC,                                        00224035
*FILE         COMPONENTS OF LITERATURE  EXPERIENCE IN USING BOOKS WITH  00224009
              CHILDREN  CRITICAL READING                                00224010
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| *OBJECTIVES | TO IDENTIFY THE SIGNIFICANT AND WORTHY LITERARY CLASSICS FOR TODAY≠S CHILDREN, | 00225016<br>00225017 |
| *PREREQUISITE | LECTURE: A GOOD CHILDREN≠S BOOK-OLD OR NEW | 00225018 |
| *EXPERIENCE | READ AT LEAST ONE LITERARY CLASSIC FOR CHILDREN, EVALUATE ITS WORTH AS A LITERARY SELECTION FOR TODAY≠S CHILDREN, | 00225014<br>00225015 |
| *SETTING | LARGE GROUP, BLANK | 00225013 |
| *MATERIALS | ANY CHILDREN≠S LITERARY CLASSIC, ABIBLIOGRAPHY LISTING SOME CLASSICS WILL BE DISTRIBUTED TO THOSE WHO WISH TO USE IT, | 00225005<br>00225006<br>00225007 |
| *LEVEL | ALL GRADES | 00225010 |
| *GENERAL | ALL CANDIDATES | 00225009 |
| *HOURS | 1 | 00225008 |
| *EVALUATION | THE TRAINEE WILL FIND THAT SOME LITERARY CLASSICS ARE ACCEPTABLE FOR TODAY≠S READERS AND OTHERS NO LONGER MEET ESTABLISHED STANDARDS, | 00225019<br>00225020<br>00225021 |
| *FILE | CLASSICS IN LITERATURE PRINCIPLES OF BOOK SELECTION<br>EVALUATION OF BOOKS | 00225011<br>00225012 |

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| *OBJECTIVES | TO RECOGNIZE THE VALUES THAT LITERATURE HOLDS FOR CHILDREN, | 00226015<br>00226016 |
| *PREREQUISITE | A RECOGNITION OF CHILDREN≠S CAPACITIES AND NEEDS, | 00226017 |
| *EXPERIENCE | READ AT LEAST ONE HISTORICAL FICTION NOVEL, IDENTIFY THE INTELLECTUAL, SOCIAL, AND/OR EMOTIONAL NEEDS OF THE YOUNG READER THAT THIS SELECTION COULD HELP TO MEET, | 00226012<br>00226013<br>00226014 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00226011 |
| *MATERIALS | ANY WELL WRITTEN HISTORICAL FICTION | 00226005 |
| *LEVEL | GRADES 5-8 | 00226008 |
| *GENERAL | ALL CNADIDATES | 00226007 |
| *HOURS | 1 | 00226006 |
| *EVALUATION | THE READER WILL IDENTIFY SPECIFIC FACTS ABOUT AN EVENT, A PERSON A PERIOD OF TIME THAT COULD BE LEARNED BY READING THIS BOOK, HE WILL IDENTIFY SPECIFICS ASPECTS OF HUMAN RELATIONSHIPS THAT COULD EVOKE EMOTIONAL IDENTIFICATION ON THE PART OF THE READER AND SERVE TO SATISFY VARIOUS SOCIAL AND EMOTIONAL NEEDS OF THE YOUNG READER, | 00226018<br>00226019<br>00226020<br>00226021<br>00226022<br>00226023 |
| *FILE | VALUES OF CHILDREN≠S LITERATURE READING INTERESTS<br>HISTORICAL FICTION | 00226009<br>00226010 |

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| *OBJECTIVES | TO DEVELOP CRITERIA FOR EVALJATING MODERN REALISTIC FICTION AS A BROAD TYPE OF LITERATURE FOR CHILDREN, | 00227018<br>00227019 |
| *PREREQUISITE | LECTURE: CHARACTERISTICS OF MODERN REALISTIC FICTION | 00227020 |
| *EXPERIENCE | READ AT LEAST ONE MODERN REALISTIC NOVEL, EVALUATE THE SELECTION IN TERMS OF HOW WELL IT EXEMPLIFIES EACH OF THE CHARACTERISTICS OF MODERN REALISTIC FICTION AS A BROAD TYPE OF LITERATURE | 00227014<br>00227015<br>00227016<br>00227017 |
| *SETTING | INDEPENDENT, COLLEGE | 00227013 |
| *MATERIALS | ANY WELL WRITTEN MODERN REALISTIC FICTION NOVEL (INCLUDING PICTURE BOOKS IN WHICH THE SETTING OF THE STORY IS THE CHILD≠S HERE AND-NOW-WORLD,) | 00227005<br>00227006<br>00227007 |
| *LEVEL | ALL GRADES | 00227010 |
| *GENERAL | ALL CANDIDATES | 00227009 |
| *HOURS | 1 | 00227008 |
| *EVALUATION | ASPECTS IN EVALUATION OF SELECTION WILL INCLUDE ✦<br>EXEMPLIFIES GOOD LITERATURE A ACTION IS POSSIBLE<br>B-STORY IS ABOUT CONTEMPORARY LIFE<br>C-EXCITEMENT AND CHARM ADDED TO EVERYDAY LIFE<br>D-EVOKES EMOTIONAL IDENTIFICATION<br>E-CHILDLIKE | 00227021<br>00227022<br>00227023<br>00227024<br>00227025<br>00227026 |
| *FILE | REALISTIC FICTION PRINCIPLES OF BOOK SELECTION | 00227011 |

EVALUATION OF BOOKS 00227012

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|---|---|---|
| *OBJECTIVES | THE GAIN SKILL IN GUIDING CHILDREN≠S STUDY OF LITERATURE TO DEVELOP SKILL IN USING LITERATURE IN THE TOTAL ELEMENTARY SCHOOL PROGRAM, | 00228016 00228017 00228018 |
| *PREREQJISITE | PREVIOUS MODULE: 227, AND HUCK * KUHN, CHILDREN≠S LITERATURE IN THE ELEMENTARY SCHOOL SECOND EDITION, HOLT RINEHART * WINSTON, 1968 PP, 600-648, | 00228019 00228020 00228021 |
| *EXPERIENCE | DEVELOP A LESSON PLAN WHICH IS DESIGNED TO HELP THE ELEMENTARY GRADE STUDENT (GRADES 5-8) IDENTIFY THE MAJOR CHARACTERISTICS OF MODERN REALISTIC FICTION AS A BROAD TYPE OF LITERATURE, | 00228012 00228013 00228014 00228015 |
| *SETTING | INDEPENDENT, COLLEGE | 00228011 |
| *MATERIALS | ANY MODERN REALISTIC FICTION FOR CHILDREN | 00228005 |
| *LEVEL | GRADES 5-8 | 00228008 |
| *GENERAL | ALL CANDIDATES | 00228007 |
| *HOURS | 1 | 00228006 |
| *EVALUATION | THE MAJOR CHARACTERISTICS OF MODERN REALISTIC FICTION ARE HIGHLIGHTED AND AN APPROPRIATE, CREATIVE INTERPRETIVE ACTIVITY IS OFFERED, | 00228022 00228023 00228024 |
| *FILE | INTERPRETIVE ACTIVITIES STUDY OF LITERATURE MODERN REALISTIC FICTION | 00228009 00228010 |

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| *OBJECTIVES | TO DEVELOP SKILL IN USING LITERATURE IN THE TOTAL ELEMENTARY SCHOOL PROGRAM, | 00229017 00229018 |
| *PREREQJISITE | BLANK | 00229019 |
| *EXPERIENCE | DEVELOP A LESSON PLAN WHICH IS DESIGNATED TO HELP THE ELEMENTARY GRADE STUDENT LEARN TO USE LITERATURE (ESP, FICTION) TO GAIN KNOWLEDGE ABOUT SCIENCE, SOCIAL STUDIES, HUMAN BEHAVIOR, OR HEALTH, | 00229013 00229014 00229015 00229016 |
| *SETTING | INDEPENDENT, COLLEGE | 00229012 |
| *MATERIALS | ANY MODERN REALISTIC FICTION, HISTORICAL FICTION, FOLK LITERATURE, MODERN FANTASY, OR BIOGRAPHY FOR CHILDREN | 00229005 00229006 |
| *LEVEL | ALL GRADES | 00229009 |
| *GENERAL | ALL CANDIDATES | 00229008 |
| *HOURS | 1 | 00229007 |
| *EVALUATION | AN APPROPRIATE, CREATIVE INTERPRETIVE ACTIVITY IS USED THE ASPECTS OF THE BOOK WHICH WILL HELP THE LEARNER GAIN IN KNOWLEDGE IN ONE OF THE AREAS DESIGNATED ABOVE ARE HIGHLIGHTED IN THE PLAN, | 00229020 00229021 00229022 00229023 |
| *FILE | INTERPRETIVE ACTIVITIES VALUES OF CHILDREN≠S LITERATURE PLANNING | 00229010 00229011 |

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| *OBJECTIVES | TO DEVELOP CRITERIA FOR EVALUATING HISTORICAL FICTION AS A BROAD TYPE OF LITERATURE FOR CHILDREN, | 00230016 00230017 |
| *PREREQJISITE | LECTURE: CHARACTERISTICS OF HISTORICAL FICTION | 00230018 |
| *EXPERIENCE | READ AT LEAST ONE HISTORICAL FICTION NOVEL, EVALUATE THE SELECTION IN TERMS OF HOW WELL IT EXEMPLIFIES EACH OF THE CHARACTERISTICS OF HISTORICAL FICTION AS A BROAD TYPE OF LITERATURE, | 00230012 00230013 00230014 00230015 |
| *SETTING | INDEPENDENT, COLLEGE | 00230011 |
| *MATERIALS | ANY HISTORICAL FICTION NOVEL FOR CHILDREN | 00230005 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00230008 |
| *GENERAL | ALL CANDIDATES | 00230007 |
| *HOURS | 1 | 00230006 |
| *EVALUATION | ASPECTS IN EVALUATION OF SELECTION WILL INCLUDE BLEND OF HISTORY AND FICTION PERMITS READER TO VIEW PAST AS SOMETHING VITAL, DRAMATIC AND SIGNIFICANT, | 00230019 00230020 00230021 |

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| | READER≠S INTEREST MUST FOCUS ON HISTORICAL PERIOD, PERSON | 00230022 |
| | OR EVENT, | 00230023 |
| | ACTION MUST BE REALISTIC AND EVOKE EMOTIONAL | 00230024 |
| | IDENTIFICATION | 00230025 |
| | HISTORICAL DETAILS MUST BE FACTUALLY ACCURATE, | 00230026 |
| *FILE | HISTORICAL FICTION PRINCIPLES OF BOOK SELECTION | 00230009 |
| | EVALUATION OF BOOKS | 00230010 |

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| *OBJECTIVES | TO DEVELOP CRITERIA FOR EVALJATING PICTURE BOOKS AS A | 00231016 |
| | BROAD TYPE OF LITERATURE FOR CHILDREN, | 00231017 |
| *PREREQUISITE | LECTURE: CHARACTERISTICS OF PICTURE BOOKS FOR CHILDREN IN | 00231018 |
| | ALL THE ELEMENTARY SCHOOL GRADES, | 00231019 |
| *EXPERIENCE | READ AT LEAST ONE PICTURE BOOK, EVALUATE THE SELECTION | 00231012 |
| | IN TERMS OF HOW WELL IT EXEMPLIFIES EACH OF THE | 00231013 |
| | CHARACTERISTICS OF PICTURE BOOKS AS A BROAD TYPE OF | 00231014 |
| | LITERATURE FOR CHILDREN, | 00231015 |
| *SETTING | INDEPENDENT, COLLEGE | 00231011 |
| *MATERIALS | ANY PICTURE BOOK FOR CHILDREN | 00231005 |
| *LEVEL | ALL GRADES | 00231008 |
| *GENERAL | ALL CANDIDATES | 00231007 |
| *HOURS | 1/2 | 00231006 |
| *EVALUATION | ASPECTS IN EVALUATION OF SELECTION WILL INCLUDE | 00231020 |
| | ILLUSTRATIONS HELP CARRY THE PLOT BUT TAKE READER BEYOND | 00231021 |
| | TEXT | 00231022 |
| | TEXT SHOULD STAND INDEPENDENTLY! ILLUSTRATIONS DEPICT | 00231023 |
| | STORY-LINE INDEPENDENT OF TEXT, | 00231024 |
| | ILLUSTRATIONS SHOULD BE TASTEFULLY DONE, SKILLFULLY | 00231025 |
| | PRODUCED | 00231026 |
| | ILLUSTRATIONS SHOULD BE HARMONIOUS WITH CONTENT, MOOD OF | 00231027 |
| | TEXT, STYLE OF WRITING | 00231028 |
| *FILE | PICTURE BOOKS PRINCIPLES OF BOOK SELECTION EVALUATION OF | 00231009 |
| | BOOKS | 00231010 |

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| *OBJECTIVES | TO DEVELOP CRITERIA FOR EVALJATING BIOGRAPHY AS A BROAD | 00232015 |
| | TYPE OF LITERATURE FOR CHILDREN, | 00232016 |
| *PREREQUISITE | LECTURE: CHARACTERISTICS OF BIOGRAPHIES FOR CHILDREN | 00232017 |
| *EXPERIENCE | READ AT LEAST ONE BIOGRAPHY, EVALUATE THE SELECTION IN | 00232011 |
| | TERMS OF HOW WELL IT EXEMPLIFIES EACH OF THE | 00232012 |
| | CHARACTERISTICS OF BIOGRAPHY AS A BROAD TYPE OF LITERATURE | 00232013 |
| | FOR CHILDREN, | 00232014 |
| *SETTING | INDEPENDENT, COLLEGE | 00232010 |
| *MATERIALS | ANY BIOGRAPHY FOR CHILDREN | 00232005 |
| *LEVEL | ALL GRADES | 00232008 |
| *GENERAL | ALL CANDIDATES | 00232007 |
| *HOURS | 1 | 00232006 |
| *EVALUATION | ASPECTS INCLUDED IN EVALUATION OF SELECTION | 00232018 |
| | BIOGRAPHER PORTRAYS AND CAREFULLY DELINIATES THE HUMAN | 00232019 |
| | TRAITS + EMOTIONS OF THEIR SUBJECTS, | 00232020 |
| | PRESENT IN A REALISTIC FASHION, IN A DIRECT, FAIRMINDED + | 00232021 |
| | EXCITING MANNER THE CIRCUMSTANCES + ISSUES UNDER WHICH THE | 00232022 |
| | SUBJECT LIVED AND OPERATED, | 00232023 |
| | CONTAINS ACCURATE FACTS ALL OF WHICH ARE PRESENTED IN AN | 00232024 |
| | IMPARTIAL AND UNBIASED MANNER, | 00232025 |
| | HAS A RECOGNIZABLE THEME, | 00232026 |

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                SHOULD NOT UNDULTY FICTIONALIZE DIALOGUE, EVENTS, ETC,     00232027
*FILE           BIOGRAPHY  PRINCIPLES OF BOOK SELECTION  READING INTERESTS00232009

*OBJECTIVES     TO DEVELOP CRITERIA FOR EVALJATING FACTUAL BOOKS (SOCIAL   00233016
                STUDIES) US A BROAD TYPE OF LITERATURE FUR CHILDREN,       00233017
*PREREQJISITE   LECTURE;  CHARACTERISTICS OF FACTUAL BOOKS (SOCIAL STUDIES00233018
                ) FOR CHILDREN                                             00233019
*EXPERIENCE     READ AT LEAST ONE FACTUAL BOOK FOR USE IN SOME ASPECT OF   00233011
                THE SOCIAL STUDIES PROGRAM,  EVALUATE THE SELECTION IN     00233012
                TERMS OF HOW WELL IT EXEMPLIFIES EACH OF THE               00233013
                CHARACTERISTICS OF FACTUAL BOOKS AS A BROAD TYPE OF        00233014
                LITERATURE FOR CHILDREN,                                   00233015
*SETTING        INDEPENDENT,  COLLEGE                                      00233010
*MATERIALS      ANY FACTUAL BOOK ABOUT SOME ASPECT OF THE SOCIAL STUDIES,  00233005
*LEVEL          ALL GRADES                                                 00233008
*GENERAL        ALL CANDIDATES                                             00233007
*HOURS          1                                                          00233006
*EVALUATION     ASPECTS INCLUDED IN EVALUATION OF SELECTION                00233020
                HISTORICAL FACTS (SOCIOLOGICAL FACTS) SCHOULD BE           00233021
                PRESENTED IN A MANNER THAT IS SIMPLE AND DIRECT AND WILL   00233022
                HEAD THE READER TO SEEK MORE INFORMATION ABOUT THE SUBJECT00233023
                (S) BEING DISCUSSED,                                       00233024
                FULL AND TRUTHFUL VERSION OF EVENT SHOULD BE PRESENTED,    00233025
                FACTS SHOULD HIGHLIGHT THE SOCIAL, CULTURAL, +             00233026
                TECHNOLOGICAL IMPLICATIONS AS WELL AS POLITICAL            00233027
                IMPLICATIONS OF EVENTS OR ERA,                             00233028
                INCLUDES NOTES, REFERENCES AND BIBLIOGRAPHIES FOR          00233029
                FURTHER READING                                            00233030
                ADEQUATELY ILLUSTRATED WITH MAPS, GRAPHS, SKETCHES,        00233031
                PHOTOGRAPHS, ETC,                                          00233032
*FILE           USING LITERATURE  FACTUAL BOOKS  READING INTERESTS         00233009

*OBJECTIVES     TO DEVELOP CRITERIA FOR EVALJATING FANTASY ( MANIPULATION  00234017
                OF TIME ) AS A BROAD TYPE OF LITERATURE FOR CHILDREN,      00234018
*PREREQJISITE   LECTURE:  CHARACTERISTICS OF MODERN FANTASY FOR CHILDREN    00234019
*EXPERIENCE     READ AT LEAST ONE FANTASY IN WHICH THE IMAGINARY ELEMENT   00234012
                IS DUE TO THE MANIPULATION OF TIME, EVALUATE THE SELECTION00234013
                IN TERMS OF HOW WELL IT EXEMPLIFIES EACH OF THE            00234014
                CHARACTERISTICS OF MODERN FANTASY AS A BROAD TYPE OF       00234015
                LITERATURE FOR CHILDREN,                                   00234016
*SETTING        INDEPENDENT,  COLLEGE                                      00234011
*MATERIALS      ANY FANTASY OF THIS TYPE, (A BIBLIOGRAPHY LISTING          00234005
                APPROPRIATE TITLES WILL BE DISTRIBUTED TO THE STUDENTS,)   00234006
*LEVEL          ALL GRADES                                                 00234009
*GENERAL        ALL CANDIDATES                                             00234008
*HOURS          1                                                          00234007
*EVALUATION     ASPECTS OF EVALUATION OF SELECTION WILL INCLUDE            00234020
                INTERNAL CONSISTENCY EXISTS WITHIN IMAGINARY FRAMEWORK,    00234021
                IMPOSSIBLE SEEMS PLAUSABLE                                 00234022
                PARTICULAR ATTENTION GIVEN TO DETAILS OF SETTING           00234023
                MAGIC IS SIMPLE, COMPLETELY MATTER OF FACT                 00234024
*FILE           FANTASY  PRINCIPLES OF BOOK SELECTION  EVALUATION          00234010

*OBJECTIVES     TO DEVELOP CRITERIA FOR EVALJATING FANTASY                 00235017
                (EXTRAORDINARY CREATURES) AS A BROAD TYPE OF LITERATURE    00235018
                FOR CHILDREN,                                              00235019
*PREREQJISITE   LECTURE:  CHARACTERISTICS OF MODERN FANTASY FOR CHILDREN    00235020
*EXPERIENCE     READ AT LEAST ONE FANTASY IN WHICH THE IMAGINARY ELEMENT   00235012
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                IS DUE TO THE PRESENCE OF EXTRAORDINARY CREATURES,          00235013
                EVALUATE THE SELECTION IN TERMS OF HOW WELL IT EXEMPLIFIES  00235014
                EACH OF THE CHARACTERISTICS OF MODERN FANTASY AS A BROAD    00235015
                TYPE OF LITERATURE FOR CHILDREN,                            00235016
*SETTING        INDEPENDENT,  COLLEGE                                       00235011
*MATERIALS      ANY FANTASY OF THIS TYPE, (A BIBLIOGRAPHY LISTING           00235005
                APPROPRIATE TITLES WILL BE DISTRIBUTED TO THE STUDENTS,)    00235006
*LEVEL          ALL GRADES                                                  00235009
*GENERAL        ALL CANDIDATES                                              00235008
*HOURS          1                                                           00235007
*EVALUATION     ASPECTS OF EVALUATION OF SELECTION WILL INCLUDE             00235021
                INTERNAL CONSISTENCY EXISTS WITHIN IMAGINARY FRAMEWORK,     00235022
                IMPOSSIBLE SEEMS PLAUSABLE                                  00235023
                PARTICULAR ATTENTION GIVEN TO DETAILS OF SETTING            00235024
                MAGIC IS SIMPLE, COMPLETELY MATTER OF FACT                  00235025
*FILE           FANTASY  PRINCIPLES OF BOOK SELECTION  EVALUATION           00235010

*OBJECTIVES     TO DEVELOP CRITERIA FOR EVALUATING FANTASY (PERFORMANCE     00236017
                OF EXTRAORDINARY FEATS) AS A BROAD TYPE OF LITERATURE       00236018
                FOR CHILDREN,                                               00236019
*PREREQUISITE   LECTURE:  CHARACTERISTICS OF MODERN FANTASY FOR CHILDREN,   00236020
*EXPERIENCE     READ AT LEAST ONE FANTASY IN WHICH THE IMAGINARY ELEMENT    00236012
                IS DUE TO THE PERFORMANCE OF UNUSUAL FEATS BY THE STORY     00236013
                CHARACTERS,  EVALUATE THE SELECTION IN TERMS OF HOW WELL    00236014
                IT EXEMPLIFIES EACH OF THE CHARACTERISTICS OF MODERN        00236015
                FANTASY AS A BROAD TYPE OF LITERATURE FOR CHILDREN,         00236016
*SETTING        INDEPENDENT,  COLLEGE                                       00236011
*MATERIALS      ANY FANTASY OF THIS TYPE, (A BIBLIOGRAPHY LISTING           00236005
                APPROPRIATE TITLES WILL BE DISTRIBUTED TO THE STUDENTS,)    00236006
*LEVEL          ALL GRADES                                                  00236009
*GENERAL        ALL CANDIDATES                                              00236008
*HOURS          1                                                           00236007
*EVALUATION     ASPECTS OF EVALUATION OF SELECTION WILL INCLUDE             00236021
                INTERNAL CONSISTENCY EXISTS WITHIN IMAGINARY FRAMEWORK,     00236022
                IMPOSSIBLE SEEMS PLAUSABLE                                  00236023
                PARTICULAR ATTENTION GIVEN TO DETAILS OF SETTING            00236024
                MAGIC IS SIMPLE, COMPLETELY MATTER OF FACT                  00236025
*FILE           FANTASY  PRINCIPLES OF BOOK SELECTION  EVALUATION           00236010

*OBJECTIVES     TO DEVELOP CRITERIA FOR EVALUATING FANTASY                  00237017
                (PERSONIFICATION OF INANIMATE OBJECTS AND ANIMALS) AS A      00237018
                BROAD TYPE OF LITERATURE FOR CHILDREN,                      00237019
*PREREQUISITE   LECTURE:  CHARACTERISTICS OF MODERN FANTASY FOR CHILDREN,   00237020
*EXPERIENCE     READ AT LEAST ONE FANTASY IN WHICH THE IMAGINARY ELEMENT    00237012
                IS DUE TO THE PERSONIFICATION OF INANIMATE OBJECTS AND      00237013
                ANIMALS,  EVALUATE THE SELECTION IN TERMS OF HOW WELL IT    00237014
                EXEMPLIFIES EACH OF THE CHARACTERISTICS OF MODERN           00237015
                FANTASY AS A BROAD TYPE OF LITERATURE FOR CHILDREN,         00237016
*SETTING        INDEPENDENT,  COLLEGE                                       00237011
*MATERIALS      ANY FANTASY OF THIS TYPE, (A BIBLIOGRAPHY LISTING           00237005
                APPROPRIATE TITLES WILL BE DISTRIBUTED TO THE STUDENTS,)    00237006
*LEVEL          ALL GRADES                                                  00237009
*GENERAL        ALL CANDIDATES                                              00237008
*HOURS          1                                                           00237007
*EVALUATION     ASPECTS OF EVALUATION OF SELECTION WILL INCLUDE             00237021
                INTERNAL CONSISTENCY EXISTS WITHIN IMAGINARY FRAMEWORK,     00237022
                IMPOSSIBLE SEEMS PLAUSABLE                                  00237023
                PARTICULAR ATTENTION GIVEN TO DETAILS OF SETTING            00237024
                MAGIC IS SIMPLE, COMPLETELY MATTER OF FACT                  00237025

*FILE           FANTASY  PRINCIPLES OF BOOK SELECTION  INANIMATE OBJECTS    00237010
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*OBJECTIVES    TO DEVELOP CRITERIA FOR EVALUATING FANTASY (SCIENCE        00238019
               FICTION) AS A BROAD TYPE OF LITERATURE FOR CHILDREN TO     00238020
               DISTINGUISH BETWEEN INFORMATIONAL BOOKS AND BOOKS OF       00238021
               FICTION.                                                   00238022
*PREREQUISITE LECTURES:  CHARACTERISTICS OF MODERN FANTASY FOR CHILDREN   00238023
               AND CHARACTERISTICS OF FACTUAL BOOKS (SCIENCE) FOR         00238024
               CHILDREN                                                   00238025
*EXPERIENCE    READ AT LEAST ONE FANTASY IN WHICH THE IMAGINARY ELEMENT   00238013
               IS DUE TO FICTION BASED UPON SCIENTIFIC FACT OR SCIENTIFIC 00238014
               POSSIBILITIES NOT YET PROVEN;  EVALUATE THE SELECTION IN   00238015
               TERMS OF HOW WELL IT EXEMPLIFIES EACH OF THE               00238016
               CHARACTERISTICS OF MODERN FANTASY AS A BROAD TYPE OF       00238017
               LITERATURE FOR CHILDREN.                                   00238018
*SETTING       INDEPENDENT,  COLLEGE                                      00238012
*MATERIALS     ANY FANTASY OF THIS TYPE, (A BIBLIOGRAPHY LISTING          00238005
               APPROPRIATE TITLES WILL BE DISTRIBUTED TO THE STUDENTS.)   00238006
*LEVEL         ALL GRADES                                                 00238009
*GENERAL       ALL CANDIDATES                                             00238008
*HOURS         1                                                          00238007
*EVALUATION    ASPECTS OF EVALUATION OF SELECTION WILL INCLUDE            00238026
               INTERNAL CONSISTENCY EXISTS WITHIN IMAGINARY FRAMEWORK,    00238027
               IMPOSSIBLE SEEMS PLAUSABLE                                 00238028
               PARTICULAR ATTENTION GIVEN TO DETAILS OF SETTING           00238029
               MAGIC IS SIMPLE, COMPLETELY MATTER OF FACT                 00238030
               ASPECTS INCLUDED IN EVALUATION OF SELECTION                00238031
               A FACTUAL PRESENTATION OF INFORMATION ON SOME ASPECTS OF   00238032
               PHYSICAL OR NATURAL SCIENCE                                00238033
               TEXT + ILLUSTRATIONS FULLY SUPPLEMENT EACH OTHER           00238034
               INCLUDES A TABLE OF CONTENTS GENEROUS AMOUNT OF            00238035
               INFORMATION, AN INDEX, PRONUNCIATION GUIDE                 00238036
               MUST BE COMPLETELY ACCURATE + MUST CONTAIN SCIENTIFICALLY  00238037
               ACCURATE TERMS,                                            00238038
               RELATES SUBJECT MATTER TO APPROPRIATE PRINCIPLES OF SCIENC 00238039
               ENCOURAGE OBSERVATION, EXPERIMENTATION FURTHER STUDY BY     00238040
               THE READER,                                                00238041
               AVOID TELEOGY + ANEHROPOMORPHISM,                          00238042
*FILE          FANTASY (SCIENCE FICTION)  PRINCIPLES OF BOOK SELECTION    00238010
               CRITICAL READING                                           00238011
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*OBJECTIVES    TO DEVELOP CRITERIA FOR EVALUATING FACTUAL BOOKS (SCIENCE) 00239016
               AS A BROAD TYPE OF LITERATURE FOR CHILDREN,                00239017
*PREREQUISITE LECTURE:  CHARACTERISTICS OF FACTUAL BOOKS (SCIENCE) FOR     00239018
               CHILDREN,                                                  00239019
*EXPERIENCE    READ AT LEAST ONE FACTUAL BOOK (SCIENCE),  EVALUATE THE    00239012
               SELECTION IN TERMS OF HOW WELL IT EXEMPLIFIES EACH OF THE  00239013
               CHARACTERISTICS OF FACTUAL BOOKS AS A BROAD TYPE OF        00239014
               LITERATURE FOR CHILDREN.                                   00239015
*SETTING       INDEPENDENT,  COLLEGE                                      00239011
*MATERIALS     ANY FACTUAL BOOK ABOUT SOME ASPECT OF SCIENCE-NATURAL OR   00239005
               PHYSICAL SCIENCE,                                          00239006
*LEVEL         ALL GRADES                                                 00239009
*GENERAL       ALL CANDIDATES                                             00239008
*HOURS         1                                                          00239007
*EVALUATION    ASPECTS INCLUDED IN EVALUATION OF SELECTION                00239020
               A FACTUAL PRESENTATION OF INFORMATION ON SOME ASPECTS OF   00239021
               PHYSICAL OR NATURAL SCIENCE,                               00239022
               TEXT + ILLUSTRATIONS FULLY SUPPLEMENT EACH OTHER,          00239023
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                INCLUDES A TABLE OF CONTENTS GENEROUS AMOUNT OF          00239024
                INFORMATION, AN INDEX, PRONUNCIATION GUIDE,             00239025
                MUST BE COMPLETELY ACCURATE * MUST CONTAIN SCIENTIFICALLY 00239026
                ACCURATE TERMS,                                         00239027
                RELATES SUBJECT MATTER TO APPROPRIATE PRINCIPLES OF     00239028
                SCIENCE.                                                00239029
                ENCOURAGE OBSERVATION, EXPERIMENTATION, FURTHER STUDY BY 00239030
                THE READER,                                             00239031
                AVOID TELEOGY * ANEHROPOMORPHISM,                       00239032
*FILE           FACTUAL BOOK (SCIENCE)  CRITICAL READING  EVALUATION    00239010
-------------------------------------------------------------------------------
*OBJECTIVES     TO BECOME MORE FAMILIAR WITH FOLK LITERATURE SUITABLE FOR 00240016
                CHILDREN.                                               00240017
*PREREQUISITE   BLANK                                                   00240018
*EXPERIENCE     VIEW KINESCOPE:  TALES TALL AND OTHERWISE,  NOTE THE    00240013
                VARIOUS TYPES OF FOLK LITERATURE THAT ARE IDENTIFIED BY 00240014
                THE NARRATOR,                                           00240015
*SETTING        LARGE GROUP,  COLLEGE                                   00240012
*MATERIALS      KINESCOPE:  TALES TALL AND OTHERWISE  UNIVERSITY OF     00240005
                MICHIGAN, TELEVISION CENTER                             00240006
*LEVEL          ALL GRADES                                              00240009
*GENERAL        ALL CANDIDATES                                          00240008
*HOURS          1/2                                                     00240007
*EVALUATION     TYPES OF FOLK TALES (IN TERMS OF THE STORY TELLERS      00240019
                PURPOSES) INCLUDE THE FOLLOWING:  TELLS OF ORIGINS,     00240020
                EXPLAINS SOCIAL OR NATURAL PHENOMENA, SUGGESTS THE DESTINY00240021
                OF MAN, SERVES TO ENTERTAIN OR PROVIDE A MEASURE FOR    00240022
                ESCAPE, SUGGESTS A MORAL CODE EXPRESSES UNCONSCIOUS     00240023
                DREAMS, ETC.                                            00240024
*FILE           FOLK LITERATURE  USES OF LITERATURE  RESOURCES THROUGH  00240010
                FILMS                                                   00240011
-------------------------------------------------------------------------------
*OBJECTIVES     TO BECOME MORE FAMILIAR WITH FOLK LITERATURE (MYTHS)     00241017
                SUITABLE FOR CHILDREN,                                  00241018
*PREREQUISITE   IS ABLE TO RECOGNIZE THE DIFFERENCES BETWEEN EACH OF THE 00241019
                FOLLOWING TYPES OF FOLK LITERATURE:  THE EPIC POEM, FABLE,00241020
                MYTH, LEGEND, FAIRY TALE,                               00241021
                LECTURE:  CHARACTERISTICS OF FOLK LITERATURE FOR CHILDREN 00241022
*EXPERIENCE     READ AT LEAST ONE MYTH WHICH EXEMPLIFIES AN ATTEMPT TO   00241012
                TELL OF ORIGINS,  EVALUATE THE SELECTION (S) IN TERMS OF 00241013
                HOW WELL IT EXEMPLIFIES EACH OF THE CHARACTERISTICS OF  00241014
                FOLKTALES AS A BROAD TYPE OF LITERATURE FOR CHILDREN,   00241015
                STATE WHY YOU HAVE CLASSIFIED THIS FOLKTALE AS A #MYTH#, 00241016
*SETTING        INDEPENDENT,  COLLEGE                                   00241011
*MATERIALS      ANY MYTH OF THIS TYPE, (A BIBLIOGRAPHY LISTING          00241005
                APPROPRIATE TITLES WILL BE DISTRIBUTED,)                00241006
*LEVEL          ALL GRADES                                              00241009
*GENERAL        ALL CANDIDATES                                          00241008
*HOURS          1                                                       00241007
*EVALUATION     A MYTH WHICH REFLECTS AN ATTEMPT OF TELL OF ORIGINS IS   00241023
                SELECTED.  MAJOR CHARACTERISICS OF FOLK LITERATURE AS A  00241024
                BROAD TYPE OF LITERATURE ARE IDENTIFIED IN THE EVALUATION 00241025
                OF THE SELECTION AS ARE THE CHARACTERISTICS OF A #MYTH#, 00241026
*FILE           FOLK LITERATURE  USES OF LITERATURE  MYTHS)              00241010
-------------------------------------------------------------------------------
*OBJECTIVES     TO BECOME MORE FAMILIAR WITH FOLK LITERATURE (MYTHS)     00242019
                SUITABLE FOR CHILDREN,                                  00242020
*PREREQUISITE   IS ABLE TO RECOGNIZE THE DIFFERENCES BETWEEN EACH OF THE 00242021
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                FOLLOWING TYPES OF FOLK LITERATURE: THE EPIC POEM, FABLE,  00242022
                MYTH, LEGEND, AND FAIRY TALE,                              00242023
                LECTURE: CHARACTERISTICS OF FOLK LITERATURE SUITABLE FOR   00242024
                CHILDREN,                                                  00242025
*EXPERIENCE     READ AT LEAST ONE MYTH WHICH EXEMPLIFIES AN ATTEMPT TO     00242013
                EXPLAIN SOCIAL OR NATURAL PHENOMENA, EVALUATE THE          00242014
                SELECTION (S) IN TERMS OF HOW WELL IT EXEMPLIFIES EACH OF  00242015
                THE CHARACTERISTICS OF FOLK LITERATURE AS A BROAD TYPE OF  00242016
                LITERATURE FOR CHILDREN, STATE WHY YOU HAVE CLASSIFIED     00242017
                THIS FOLKTALE AS A ≠MYTH≠,                                 00242018
*SETTING        INDEPENDENT, COLLEGE                                       00242012
*MATERIALS      ANY MYTH OF THIS TYPE, (A BIBLIOGRAPHY LISTING APPROPRIATE 00242005
                TITLES WILL BE DESTRIBUTED,)                               00242006
*LEVEL          ALL GRADES                                                 00242009
*GENERAL        ALL CANDIDATES                                             00242008
*HOURS          1                                                          00242007
*EVALUATION     A MYTH WHICH REFLECTS AN ATTEMPT TO EXPLAIN SOCIAL OR      00242026
                NATURAL PHENOMENA IS SELECTED, MAJOR CHARACTERISTICS OF    00242027
                FOLK LITERATURE AS A BROAD TYPE OF LITERATURE ARE          00242028
                IDENTIFIED IN THE EVALUATION OF THE SELECTION AS ALL THE   00242029
                CHARACTERISTICS OF A ≠MYTH≠,                               00242030
*FILE           FOLK LITERATURE  USES OF LITERATURE  MYTHS (SOCIAL +       00242010
                NATURAL)                                                   00242011
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*OBJECTIVES     TO BECOME MORE FAMILIAR WITH FOLK LITERATURE (MYTHS)       00243018
                SUITABLE FOR CHILDREN,                                     00243019
*PREREQJISITE   IS ABLE TO RECOGNIZE THE DIFFERENCES BETWEEN EACH OF THE   00243020
                DIFFERENT TYPES OF FOLK LITERATURE: THE EPIC POEM,         00243021
                FABLE, MYTH, LEGEND, AND FAIRY TALE,                       00243022
                LECTURE: CHARACTERISTICS OF FOLK LITERATURE SUITABLE       00243023
                FOR CHILDREN                                               00243024
*EXPERIENCE     READ AT LEAST ONE MYTH WHICH EXEMPLIFIES AN ATTEMPT TO     00243012
                SUGGEST THE DESTINY OF MAN, EVALUATE THE SELECTION (S) IN  00243013
                TERMS OF HOW WELL IT EXEMPLIFIES EACH OF THE               00243014
                CHARACTERISTICS OF FOLK LITERATURE AS A BROAD TYPE OF      00243015
                LITERATURE FOR CHILDREN, STATE WHY YOU HAVE CLASSIFIED     00243016
                THIS FOLKTALE AS A ≠MYTH≠,                                 00243017
*SETTING        INDEPENDENT, COLLEGE                                       00243011
*MATERIALS      ANY MYTH OF THIS TYPE, (A BIBLIOGRAPHY LISTING             00243005
                APPROPRIATE TITLES WILL BE DISTRIBUTED,)                   00243006
*LEVEL          ALL GRADES                                                 00243009
*GENERAL        ALL CANDIDATES                                             00243008
*HOURS          1                                                          00243007
*EVALUATION     A MYTH WHICH REFLECTS AN ATTEMPT TO SUGGEST THE DESTINY OF 00243025
                MAN IS SELECTED, MAJOR CHARACTERISTICS OF FOLK              00243026
                LITERATURE AS A BROAD TYPE OF LITERATURE ARE IDENTIFIED    00243027
                IN THE EVALUATION OF THE SELECTION AS ARE THE              00243028
                CHARACTERISTICS OF A ≠MYTH≠,                               00243029
*FILE           FOLK LITERATURE  USES OF LITERATURE  MYTHS                 00243010
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*OBJECTIVES     TO BECOME MORE FAMILIAR WITH FOLK LITERATURE SUITABLE FOR  00244019
                CHILDREN,                                                  00244020
*PREREQJISITE   KINESCOPE:  TALES-TALL + OTHERWISE                         00244021
                LECTURE:  CHARACTERISTICS OF FOLK LITERATURE FOR CHILDREN  00244022
*EXPERIENCE     READ AT LEAST ONE FOLKTALE WHICH REFLECTS PRIMARILY AN     00244013
                ATTEMPT TO PROVIDE A MEANS FOR ESCAPE OR ENTERTAINMENT,    00244014
                EVALUATE THE SELECTION (S) IN TERMS OF HOW WELL IT         00244015
                EXEMPLIFIES EACH OF THE CHARACTERISTICS OF FOLKTALES AS A  00244016
                BROAD TYPE OF LITERATURE FOR CHILDREN,  STATE WHY YOU      00244017
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                HAVE CLASSIFIED THIS FOLKTALE AS YOU DID,                    00244018
*SETTING        INDEPENDENT, COLLEGE                                         00244012
*MATERIALS      ANY FOLKTALE OF THIS TYPE, (A BIBLIOGRAPHY LISTING           00244005
                APPROPRIATE TITLES WILL BE DISTRIBUTED,                      00244006
*LEVEL          ALL GRADES                                                   00244009
*GENERAL        ALL CANDIDATES                                               00244008
*HOURS          1                                                            00244007
*EVALUATION     A FOLKTALE WHICH REFLECTS PRIMARILY AN ATTEMPT TO PROVIDE    00244023
                A MEANS FOR ESCAPE OR ENTERTAINMENT IS SELECTED, MAJOR       00244024
                CHARACTERISTICS OF FOLK LITERATURE AS A BROAD TYPE OF        00244025
                LITERATURE ARE IDENTIFIED IN THE EVALUATION OF THE           00244026
                SELECTION AS ARE THE CHARACTERISTICS OF THIS TYPE OF         00244027
                FOLKTALE,                                                    00244028
*FILE           FOLK LITERATURE  USES OF LITERATURE  BOOKS OF                00244010
                ENTERTAINMENT                                                00244011

*OBJECTIVES     TO BECOME MORE FAMILIAR WITH FOLK LITERATURE SUITABLE        00245018
                FOR CHILDREN,                                                00245019
*PREREQJISITE   KINESCOPE: TALES-TALL + OTHERWISE                            00245020
                LECTURE: CHARACTERISTICS OF FOLK LITERATURE FOR CHILDREN     00245021
*EXPERIENCE     READ AT LEAST ONE FOLKTALE WHICH REFLECTS AN ATTEMPT TO      00245012
                TEACH A MORAL (FABLE), EVALUATE THE SELECTION (S) IN         00245013
                TERMS OF HOW WELL IT EXEMPLIFIES EACH OF THE                 00245014
                CHARACTERISTICS OF FOLKTALES AS A BROAD TYPE OF              00245015
                LITERATURE FOR CHILDREN, STATE WHY YOU HAVE CLASSIFIED       00245016
                THIS FOLKTALE AS YOU DID,                                    00245017
*SETTING        INDEPENDENT, COLLEGE                                         00245011
*MATERIALS      ANY FABLE, (A BIBLIOGRAPHY LISTING APPROPRIATE TITLES        00245005
                WILL BE DISTRIBUTED,)                                        00245006
*LEVEL          ALL GRADES                                                   00245009
*GENERAL        ALL CANDIDATES                                               00245008
*HOURS          1                                                            00245007
*EVALUATION     A FOLKTALE WHICH REFLECTS AN ATTEMPT TO TEACH A MORAL        00245022
                (FABLE) IS SELECTED, MAJOR CHARACTERISTICS OF FOLK           00245023
                LITERATURE AS A BROAD TYPE OF LITERATURE ARE IDENTIFIED      00245024
                IN THE EVALUATION OF THE SELECTION AS ARE THE                00245025
                CHARACTERISTICS OF THIS TYPE OF FOLKTALE (FABLE),            00245026
*FILE           FOLK LITERATURE  USES OF LITERATURE  FABLE                   00245010

*OBJECTIVES     TO BECOME MORE FAMILIAR WITH FOLK LITERATURE SUITABLE        00246018
                FOR CHILDREN,                                                00246019
*PREREQJISITE   KINESCOPE: TALES-TALL + OTHERWISE                            00246020
                LECTURE: CHARACTERISTICS OF FOLK LITERATURE FOR CHILDREN,    00246021
*EXPERIENCE     READ AT LEAST ONE FOLKTALE WHICH REFLECTS AN EXPRESSION      00246012
                OF UNCONSCIOUS DREAMS, EVALJATE THE SELECTION (S) IN         00246013
                TERMS OF HOW WELL IT EXEMPLIFIES EACH OF THE                 00246014
                CHARACTERISTICS OF FOLKTALES AS A BROAD TYPE OF LITERATURE   00246015
                FOR CHILDREN, STATE WHY YOU HAVE CLASSIFIED THIS             00246016
                FOLKTALE AS YOU DID,                                         00246017
*SETTING        INDEPENDENT, COLLEGE                                         00246011
*MATERIALS      ANY FOLKTALE OF THIS TYPE, (A BIBLIOGRAPHY LISTING           00246005
                APPROPRIATE TITLES WILL BE DISTRIBUTED,)                     00246006
*LEVEL          ALL GRADES                                                   00246009
*GENERAL        ALL CANDIDATES                                               00246008
*HOURS          1                                                            00246007
*EVALUATION     A FOLKTALE WHICH EXEMPLIFIES AN EXPRESSION OF                00246022
                UNCONSCIOUS DREAMS IS SELECTED, MAJOR CHARACTERISTICS OF     00246023
                FOLK LITERATURE AS A BROAD TYPE OF LITERATURE ARE            00246024
                IDENTIFIED IN THE EVALUATION OF THE SELECTION AS ARE THE     00246025
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                CHARACTERISTICS OF THIS TYPE OF FOLKTALE,                    00246026
*FILE           FOLK LITERATURE  USES OF LITERATURE  UNCONSCIOUS DREAMS      00246010
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*OBJECTIVES     TO RECOGNIZE THE ESSENTIAL FACTORS OF QUALITY FICTION FOR    00247015
                CHILDREN WHEN EVALUATING OF LITERARY SELECTION,              00247016
*PREREQUISITE   BLANK                                                        00247017
*EXPERIENCE     ATTEND LECTURE DEALING WITH ESSENTIAL COMPONENTS OF           00247011
                FICTION FOR CHILDREN,  NOTE SIGNIFICANT TITLES OF FICTION    00247012
                WHEREIN COMPONENTS ARE ADEQUATELY OR INADEQUATELY             00247013
                SATISFIED BY THE AUTHORS,                                    00247014
*SETTING        LARGE GROUP,  COLLEGE                                        00247010
*MATERIALS      BLANK                                                        00247005
*LEVEL          ALL GRADES                                                   00247008
*GENERAL        ALL CANDIDATES                                               00247007
*HOURS          2                                                            00247006
*EVALUATION     STUDENT OF LITERATURE CAN RECOGNIZE COMPONENTS OF            00247018
                FICTION AND IS AWARE THAT SOME AUTHORS EMPLOY THESE          00247019
                FACTORS MORE SKILLFULLY THAN OTHERS,                         00247020
*FILE           PRINCIPLES OF BOOK SELECTION  FICTION  EVALUATION            00247009
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*OBJECTIVES     TO CONSIDER THE ESSENTIAL COMPONENTS WHEN EVALUATING ANY     00248013
                BOOK OF FICTION FOR CHILDREN,                                00248014
*PREREQUISITE   LECTURE:  COMPONENTS OF FICTION FOR CHILDREN                 00248015
*EXPERIENCE     READ AT LEAST ONE FICTION BOOK FOR CHILDREN,  EVALUATE IT    00248011
                IN TERMS OF THE ESSENTIAL COMPONENTS OF FICTION,             00248012
*SETTING        OTHER (SPECIFY) BLANK,  COLLEGE                              00248010
*MATERIALS      ANY JUVENILE FICTION,                                        00248005
*LEVEL          ALL GRADES                                                   00248008
*GENERAL        ALL CANDIDATES                                               00248007
*HOURS          1                                                            00248006
*EVALUATION     FACTORS CONSIDERED WHEN EVALUATING A BOOK OF FICTION         00248016
                WOULD INCLUDE PLOT, SETTING, THEME, CHARACTERIZATION,        00248017
                AND STYLE,                                                   00248018
*FILE           EVALUATION  FICTION  PRINCIPLES OF BOOK SELECTION            00248009
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*OBJECTIVES     TO RECOGNIZE THAT CHILDREN≠S LITERATURE COMBINES AREAS OF    00249016
                THE HUMANITIES,                                              00249017
*PREREQUISITE   BLANK                                                        00249018
*EXPERIENCE     IDENTIFY AT LEAST ONE FICTION BOOK AND AT LEAST ONE          00249012
                NONFICTION BOOK WHICH WOULD SERVE TO IMPEL CHILDREN TO       00249013
                ASK AND SEEK ANSWERS TO THE QUESTION (ON THE CHILD(S LEVEL   00249014
                ) WHO AM I                                                   00249015
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                        00249011
*MATERIALS      ANY APPROPRIATE JUVENILE FICTION AND NONFICTION BOOKS,       00249005
*LEVEL          ALL GRADES                                                   00249008
*GENERAL        ALL CANDIDATES                                               00249007
*HOURS          1                                                            00249006
*EVALUATION     THE STUDENT OF LITERATURE WILL INDICATE HOW THE TEXT AND/     00249019
                OR ILLUSTRATIONS OF THE FICTION AND NONFICTION SELECTIONS     00249020
                ALERT THE YOUNG READER TO THE QUESTION AND ATTEMPT TO        00249021
                ANSWER THE QUESTION WHO AM I -A CONCERN OF THE HUMANIST      00249022
                AS HE STUDIES LITERATURE AND ART PIECES,                     00249023
*FILE           CHILDREN≠S LITERATURE DEFINED  USES OF LITERATURE            00219009
                HUMANITIES                                                   00249010
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*OBJECTIVES     TO RECOGNIZE THAT CHILDREN≠S LITERATURE COMBINES AREAS OF    00250016
                THE HUMANITIES                                               00250017
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*PREREQUISITE BLANK                                                    00250018
*EXPERIENCE   IDENTIFY AT LEAST ONE FICTION BOOK AND AT LEAST ONE      00250012
              NONFICTION BOOK WHICH WOULD SERVE TO IMPEL CHILDREN TO   00250013
              ASK AND SEEK ANSWERS TO THE QUESTION (ON THE CHILD'S LEVEL00250014
              ) WHERE HAVE I COME FROM                                 00250015
*SETTING      SMALL GROUP (1-12 STUDENTS), COLLEGE                     00250011
*MATERIALS    ANY APPROPRIATE JUVENILE FICTION AND NONFICTION BOOKS,   00250005
*LEVEL        ALL GRADES                                               00250008
*GENERAL      ALL CANDIDATES                                           00250007
*HOURS        1                                                        00250006
*EVALUATION   THE TITLES SELECTED WILL INDICATE HOW THE TEXT AND/OR    00250019
              ILLUSTRATIONS OF THE FICTION AND NONFICTION SELECTIONS   00250020
              ALERT THE YOUNG READER TO THE QUESTION AND ATTEMPT TO    00250021
              ANSWER THE QUESTION WHERE HAVE I COME FROM -A CONCERN OF 00250022
              THE HUMANIST SCHOLAR AS HE STUDIES LITERATURE AND ART    00250023
              PIECES,                                                  00250024
*FILE         CHILDREN'S LITERATURE DEFINED  USES OF LITERATURE        00250009
              HUMANITIES                                               00250010
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*OBJECTIVES   TO RECOGNIZE THAT CHILDREN'S LITERATURE COMBINES AREAS    00251016
              OF THE HUMANITIES,                                       00251017
*PREREQUISITE BLANK                                                    00251018
*EXPERIENCE   IDENTIFY AT LEAST ONE FICTION BOOK AND AT LEAST ONE      00251012
              NONFICTION BOOK WHICH WOULD SERVE TO IMPEL CHILDREN TO   00251013
              ASK AND SEEK ANSWERS TO THE QUESTION (ON THE CHILD'S     00251014
              LEVEL) WHAT IS THE MEANING OF LIFE                       00251015
*SETTING      SMALL GROUP (1-12 STUDENTS), COLLEGE                     00251011
*MATERIALS    ANY APPROPRIATE JUVENILE FICTION AND NONFICTION BOOKS,   00251005
*LEVEL        ALL GRADES                                               00251008
*GENERAL      ALL CANDIDATES                                           00251007
*HOURS        1                                                        00251006
*EVALUATION   THE TITLES SELECTED WILL INDICATE HOW THE TEXT AND/OR    00251019
              ILLUSTRATIONS OF THE FICTION AND NONFICTION SELECTIONS   00251020
              ALERT THE YOUNG READER TO THE QUESTION AND ATTEMPT TO    00251021
              ANSWER THE QUESTION WHAT IS THE MEANING OF LIFE -A CONCERN00251022
              OF THE HUMANIST SCHOLAR AS HE STUDIES LITERATURE AND ART 00251023
              PIECES,                                                  00251024
*FILE         CHILDREN'S LITERATURE DEFINED  USES OF LITERATURE        00251009
              HUMANITIES                                               00251010
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*OBJECTIVES   TO RECOGNIZE THAT CHILDREN'S LITERATURE COMBINES AREAS OF 00252017
              THE HUMANITIES,                                          00252018
*PREREQUISITE BLANK                                                    00252019
*EXPERIENCE   IDENTIFY AT LEAST ONE FICTION BOOK AND AT LEAST ONE      00252012
              NONFICTION BOOK WHICH WOULD SERVE TO IMPEL CHILDREN TO   00252013
              ASK AND SEEK ANSWERS TO THE QUESTION (ON THE CHILD'S LEVEL00252014
              ) WHAT CAN I DO TO BECOME AND REMAIN AN EFFECTIVE,       00252015
              RESPONSIBLE MEMBER OF SOCIETY                            00252016
*SETTING      SMALL GROUP (1-12 STUDENTS), COLLEGE                     00252011
*MATERIALS    ANY APPROPRIATE JUVENILE FICTION AND NONFICTION BOOKS,   00252005
*LEVEL        ALL GRADES                                               00252008
*GENERAL      ALL CANDIDATES                                           00252007
*HOURS        1                                                        00252006
*EVALUATION   THE TITLES SELECTED WILL INDICATE HOW THE TEXT AND/OR    00252020
              ILLUSTRATIONS OF THE FICTION AND NONFICTION SELECTIONS   00252021
              ALERT THE YOUNG READER TO THE QUESTION AND ATTEMPT TO    00252022
              ANSWER THE QUESTION WHAT CAN I DO TO BECOME AND REMAIN AN 00252023
              EFFECTIVE, RESPONSIBLE MEMBER OF SOCIETY -A CONCERN OF THE00252024
              HUMANIST SCHOLAR AS HE STUDIES LITERATURE AND ART PIECES, 00252025
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*FILE          CHILDREN≠S LITERATURE DEFINED  USES OF LITERATURE          00252009
               SOCIALIZATION                                               00252010
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*OBJECTIVES    TO BECOME MORE FAMILIAR WITH FOLK LITERATURE (EPIC POEMS)   00253015
               SUITABLE FOR CHILDREN,                                      00253016
*PREREQJISITE  IS ABLE TO RECOGNIZE THE DIFFERENCES BETWEEN EACH OF THE    00253017
               DIFFERENT TYPES OF FOLK LITERATURE: THE EPIC POEM, FABLE,   00253018
               MYTH, LEGEND, AND FAIRY TALE,                               00253019
               LECTURE: CHARACTERISTICS OF FOLK LITERATURE SUITABLE FOR    00253020
               CHILDREN                                                    00253021
*EXPERIENCE    READ AT LEAST ONE EPIC POEM AND INDICATE HOW THIS           00253011
               SELECTION EXEMPLIFIES THE CHARACTERISTICS OF THAT TYPE OF   00253012
               FOLK LITERATURE AND THE CHARACTERISTICS OF FOLK LITERATURE  00253013
               AS A BROAD TYPE OF LITERATURE FOR CHILDREN,                 00253014
*SETTING       SMALL GROUP (1-12 STUDENTS), COLLEGE                        00253010
*MATERIALS     ANY EPIC POEMS                                              00253005
*LEVEL         GRADES 5-8                                                  00253008
*GENERAL       ALL CANDIDATES                                              00253007
*HOURS         1                                                           00253006
*EVALUATION    EPIC POEMS ARE SELECTED  MAJOR CHARACTERISTICS OF FOLK      00253022
               LITERATURE AS A BROAD TYPE OF LITERATURE ARE IDENTIFIED IN  00253023
               THE EVALUATION OF THE SELECTION AS ARE THE CHARACTERISTICS  00253024
               OF AN ≠EPIC POEM,≠                                          00253025
*FILE          FOLK LITERATURE  USES OF LITERATURE  POEM                   00253009
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*OBJECTIVES    TO BECOME MORE FAMILIAR WITH FOLK LITERATURE (LEGENDS)      00254015
               SUITABLE FOR CHILDREN,                                      00254016
*PREREQJISITE  IS ABLE TO RECOGNIZE THE DIFFERENCES BETWEEN EACH OF THE    00254017
               DIFFERENT TYPES OF FOLK LITERATURE: THE EPIC POEM, FABLE,   00254018
               MYTH, LEGEND, AND FAIRY TALE,                               00254019
               LECTURE: CHARACTERISTICS OF FOLK LITERATURE SUITABLE FOR    00254020
               CHILDREN,                                                   00254021
*EXPERIENCE    READ AT LEAST ONE LEGEND,  INDICATE HOW THE SELECTION (S)   00254011
               EXEMPLIFIES THE CHARACTERISTICS OF THAT TYPE OF FOLK        00254012
               LITERATURE AND THE CHARACTERISTICS OF FOLK LITERATURE AS A  00254013
               BROAD TYPE OF LITERATURE FOR CHILDREN,                      00254014
*SETTING       SMALL GROUP (1-12 STUDENTS), COLLEGE                        00254010
*MATERIALS     ANY LEGEND                                                  00254005
*LEVEL         GRADES 5-8                                                  00254008
*GENERAL       ALL CANDIDATES                                              00254007
*HOURS         1                                                           00254006
*EVALUATION    LEGENDS ARE SELECTED  MAJOR CHARACTERISTICS OF FOLK         00254022
               LITERATURE AS A BROAD TYPE OF LITERATURE ARE IDENTIFIED     00254023
               IN THE EVALUATION OF THE SELECTION AS ARE THE               00254024
               CHARACTERISTICS OF A ≠LEGEND≠                               00254025
*FILE          FOLK LITERATURE  USES OF LITERATURE  LEGEND                 00254009
-------------------------------------------------------------------------------
*OBJECTIVES    TO BECOME REALIZE HOW BIBLIOTHERAPY CAN BE USED WITH        00255020
               CHILDREN,                                                   00255021
*PREREQJISITE  BLANK                                                      00255022
*EXPERIENCE    READ THE ARTICLE ENTITLED ≠CHILDREN≠S LITERATURE CAN        00255014
               AFFECT COPING BEHAVIOR≠ BY P J CIANCIOLO, THE PERSONNEL     00255015
               AND GUIDANCE JOURNAL,  43:  897-903, (MAY, 1965),           00255016
               IDENTIFY THE STEPS TO ≠BIBLIOTHERAPY≠ AND NOTE THE TYPE     00255017
               OF LITERATURE THAT CAN MOST EFFECTIVELY BE USED WITH        00255018
               ≠BIBLIOTHERAPY,≠                                            00255019
*SETTING       BLANK,  COLLEGE                                             00255013
*MATERIALS     PATRICIA CIANCIOLO, ≠CHILDREN≠S LITERATURE CAN AFFECT       00255005
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| | COPING BEHAVIOR# THE PERSONNEL AND GUIDANCE JOURNAL, 43: 897-903 (MAY, 1965), | 00255006<br>00255007 |
| *LEVEL | ALL GRADES | 00255010 |
| *GENERAL | ALL CANDIDATES | 00255009 |
| *HOURS | 1 | 00255008 |
| *EVALUATION | STEPS IN THE PROCESS OF BIBLIOTHERAPY WILL BE IDENTIFIED QUALITIES OF LITERATURE WHICH CAN BEST ACCOMPLISH CHANGES IN BEHAVIOR THROUGH BIBLIOTHERAPY ARE CITED, | 00255023<br>00255024<br>00255025 |
| *FILE | USES OF LITERATURE; BIBLIOTHERAPY COUNSELING COPING BEHAVIOR | 00255011<br>00255012 |

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|---|---|---|
| *OBJECTIVES | TO BECOME MORE FAMILIAR WITH FOLK LITERATURE FOR CHILDREN TO REALIZE THE SIMILARITIES AS WELL AS THE DIFFERENCES IN THE FOLK LITERATURE OF DIFFERENT CULTURE GROUPS | 00256016<br>00256017<br>00256018 |
| *PREREQUISITE | LECTURE: CHARACTERISTICS OF FOLK LITERATURE FOR CHILDREN, | 00256019 |
| *EXPERIENCE | COMPARE SEVERAL FOLK TALES FROM DIFFERENT COUNTRIES THAT ARE BASED UPON SIMILAR THEMES, IDENTIFY DIFFERENCES IN INTRODUCTION, CHARACTERS, INCIDENTS, AND CONCLUSION, | 00256013<br>00256014<br>00256015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00256012 |
| *MATERIALS | ANY APPROPRIATE SELECTION, UNIVERSITY OF CHICAGO FOLKTALE SERIES PROBABLY MOST VALUABLE SOURCE, | 00256005<br>00256006 |
| *LEVEL | ALL GRADES | 00256009 |
| *GENERAL | ALL CANDIDATES | 00256008 |
| *HOURS | 1 | 00256007 |
| *EVALUATION | SIMILARITIES AND DIFFERENCES IN FOLK TALES FROM DIFFERENT COUNTRIES BUT ON THE SAME THEME ARE IDENTIFIED, | 00256020<br>00256021 |
| *FILE | FOLK LITERATURE CROSS CULTURAL BOOKS ANALYSIS + SYNTHESIS | 00256010<br>00256011 |

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| *OBJECTIVES | TO RECOGNIZE THAT MODERN REALISTIC FICTION CAN BE USED TO LEARN ABOUT CONTEMPORARY LIFE-THE PROBLEMS AND MANNERS OF THE MIGRANT WORKER, | 00257015<br>00257016<br>00257017 |
| *PREREQUISITE | BLANK | 00257018 |
| *EXPERIENCE | IDENTIFY AND EVALUATE SOME MODERN REALISTIC FICTION BOOKS (AT LEAST FIVE) WHICH PRESENT SPECIFIC PROBLEMS OF MIGRATORY WORKERS OF TODAY, | 00257012<br>00257013<br>00257014 |
| *SETTING | INDEPENDENT, COLLEGE | 00257011 |
| *MATERIALS | MODERN REALISTIC FICTION BOOKS ABOUT MIGRATORY WORKERS, | 00257005 |
| *LEVEL | GRADES 5-8 | 00257008 |
| *GENERAL | SPECIALIST | 00257007 |
| *HOURS | 3 | 00257006 |
| *EVALUATION | THE SPECIFIC PROBLEMS OF THE MIGRATORY WORKER WHICH ARE IDENTIFIED IN EACH OF THE BOOKS WILL BE RECOGNIZED, THE FICTION WILL BE EVALUATED AS A LITERARY SELECTION AS WILL BE THE AUTHENTICITY OF THE PORTRAYAL OF THE PROBLEMS OF THE MIGRATORY WORKERS, | 00257019<br>00257020<br>00257021<br>00257022<br>00257023 |
| *FILE | MODERN REALISTIC FICTION USES OF LITERATURE MINORITY GROUPS PROBLEMS | 00257009<br>00257010 |

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| *OBJECTIVES | TO RECOGNIZE THAT MODERN REALISTIC FICTION CAN BE USED TO LEARN ABOUT CONTEMPORARY LIFE-THE PROBLEMS OF MINORITY RACIAL GROUPS, | 00258015<br>00258016<br>00258017 |
| *PREREQUISITE | BLANK | 00258018 |
| *EXPERIENCE | IDENTIFY AND PREPARE A COMPARATIVE ANALYSIS OF SEVERAL BOOKS (AT LEAST FIVE) DEALING WITH ONE RACIAL GROUP, (AMERICAN INDIANS, NEGROES, MEXICANS, ORIENTALS), | 00258012<br>00258013<br>00258014 |
| *SETTING | INDEPENDENT, COLLEGE | 00258011 |
| *MATERIALS | MODERN REALISTIC FICTION BOOKS ABOUT RACIAL GROUPS | 00258005 |

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|---|---|---|
| •LEVEL | ALL GRADES | 00258008 |
| •GENERAL | SPECIALIST | 00258007 |
| •HOURS | 3 | 00258006 |
| •EVALUATION | THE SPECIFIC PROBLEMS OF THE MINORITY RACIAL GROUPS WHICH ARE IDENTIFIED IN EACH OF THE BOOKS WILL BE RECOGNIZED, THE FICTION WILL BE EVALUATED AS A LITERARY SELECTION AS WILL BE THE AUTHENTICITY OF THE PORTRAYAL + SOLUTIONS OF THE PROBLEMS OF THE MEMBERS OF THE MINORITY RACIAL GROUPS, | 00258019<br>00258020<br>00258021<br>00258022<br>00258023 |
| •FILE | MODERN REALISTIC FICTION USES OF LITERATURE PRINCIPLES OF BOOK SELECTION | 00258009<br>00258010 |

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| •OBJECTIVES | TO BECOME MORE AWARE OF THE POSSIBLE EFFECTS OF LITERATURE ON THE READER, TO BECOME MORE AWARE OF CRITICAL READING SKILLS (IMPLIED THOUGHTS) | 00259018<br>00259019<br>00259020 |
| •PREREQUISITE | BLANK | 00259021 |
| •EXPERIENCE | REACT TO THE THOUGHTS EXPRESSED IN THE ARTICLE ENTITLED #BLACK PEARLS OF EBONY# BY JUDY WERNER, SUPPORT YOUR POSITION AS YOU REACT TO THE AUTHOR#S STATEMENTS BY CITING SPECIFIC STUDIES ON EFFECTS OF LITERATURE ON THE READER OR CRITICAL (IMPLIED) READING SKILLS OF CHILDREN, | 00259013<br>00259014<br>00259015<br>00259016<br>00259017 |
| •SETTING | LARGE GROUP, COLLEGE | 00259012 |
| •MATERIALS | WERNER JUDY, #BLACK PEARLS AND EBONY# SCHOOL LIBRARY JOURNAL P57 AND 67 (MAY, 1968), | 00259005<br>00259006 |
| •LEVEL | ALL GRADES | 00259009 |
| •GENERAL | ALL CANDIDATES | 00259008 |
| •HOURS | 1 | 00259007 |
| •EVALUATION | THE BASIC THOUGHTS OF THE CONTROVERSIAL POSITION EXPRESSED IN THIS ARTICLE WILL BE IDENTIFIED, THE STUDENT WILL TAKE A POSITION AND SUPPORT HIS RATIONALE BY CITING RELATED, RELIABLE RESEARCH DONE ON THE EFFECTS OF LITERATURE ON THE READER OR THE TEACHING OF CRITICAL READING SKILLS (IMPLIED THOUGHTS), | 00259022<br>00259023<br>00259024<br>00259025<br>00259026<br>00259027 |
| •FILE | USES OF LITERATURE EMOTIONAL IDENTIFICATION CRITICAL READING, | 00259010<br>00259011 |

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| •OBJECTIVES | TO LEARN TO USE CHILDREN#S LITERATURE TO ENCOURAGE INDIVIDUAL DIFFERENCES, | 00260019<br>00260020<br>00260021 |
| •PREREQUISITE | BLANK | |
| •EXPERIENCE | #ENCOURAGE HUMAN VARIATIONS BY USING CHILDREN#S BOOKS# BY P J CIANCIOLO, IDENTIFY SEVERAL LITERARY SELECTIONS (AT LEAST FIVE) THAT YOU THINK WILL ENCOURAGE THE TYPE OF INDIVIDUAL VARIATIONS CITED IN THE ARTICLE, STATE HOW AND WHY YOU WOULD MAKE USE OF EACH OF THE SELECTIONS, | 00260014<br>00260015<br>00260016<br>00260017<br>00260018 |
| •SETTING | LARGE GROUP, COLLEGE | 00260013 |
| •MATERIALS | CIANCIOLO, PATRICIA J, #ENCOURAGE HUMAN VARIATIONS BY USING CHILDREN#S BOOKS# DELTA KAPPA GAMMA BULLETIN, 32: 21-27 (FALL, 1965.) | 00260005<br>00260006<br>00260007 |
| •LEVEL | ALL GRADES | 00260010 |
| •GENERAL | ALL CANDIDATES | 00260009 |
| •HOURS | 2 | 00260008 |
| •EVALUATION | LITERATURE THAT IS MOST LIKELY TO ENCOURAGE INDEPENDENT AND CRITICAL THINKING ABOUT VITAL PROBLEMS AND SPECIAL INTERESTS OF THE READER WILL BE IDENTIFIED, | 00260022<br>00260023<br>00260024 |
| •FILE | USES OF LITERATURE READING INTERESTS INDIVDUAL DIFFERENCES | 00260011<br>00260012 |

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| •OBJECTIVES | TO BE ABLE TO IDENTIFY SPECIFIC TITLES FOR USE IN BIBLIOTHERAPY SITUATIONS, | 00261020<br>00261021 |

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*PREREQJISITE AN UNDERSTANDING OF THE PROCESS OF BIBLIOTHERAPY          00261022
              AN AWARENESS OF THE CHARACTERISTICS OF THE LITERATURE     00261023
              THAT IS USED IN BIBLIOTHERAPY SITUATIONS,                 00261024
*EXPERIENCE   READ AT LEAST ONE FICTION IN WHICH PERSONAL PROBLEMS OF   00261013
              THE STORY CHARACTERS ARE COPED WITH OR RESOLVED (PHYSICAL 00261014
              HANDICAPS, LONLINESS FEARS, BROKEN HOMES, PROBLEMS OF     00261015
              GROWING UP, ETC,) STATE HOW YOU WOULD USE THIS BOOK:      00261016
              WHAT PROBLEM IS PRESENTED HOW APPROPRIATE IS THE RESOLVE  00261017
              OF THE PROBLEM WOULD IT BE USED WITH AN INDIVIDUAL OR WITH00261018
              A GROUP ETC,                                              00261019
*SETTING      SMALL GROUP (1-12 STUDENTS), COLLEGE                      00261012
*MATERIALS    APPROPRIATE SELECTIONS OF FICTION IN WHICH PERSONAL       00261005
              PROBLEMS ARE DEALT WITH,                                  00261006
*LEVEL        ALL GRADES                                                00261009
*GENERAL      ALL CANDIDATES                                            00261008
*HOURS        1                                                         00261007
*EVALUATION   AN APPROPRIATE LITERARY SELECTION WILL BE CITED,          00261025
              SPECIFICS AS TO HOW IT WILL BE USED TO SOLVE A SPECIFIC    00261026
              PROBLEM ARE STATED,                                       00261027
*FILE         USES OF LITERATURE; BIBLIOTHERAPY EMOTIONAL PROBLEMS      00261010
              COUNSELING                                                00261011
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*OBJECTIVES   TO UNDERSTAND MORE FULLY THE EFFECT THAT LITERATURE MAY OR00262026
              MAY NOT HAVE ON THE READER, TO SELECT BOOKS IN TERMS OF   00262027
              THE POSITION ONE TAKES AND RATIONALE ONE PRESENTS ON THIS 00262028
              ISSUE,                                                    00262029
*PREREQJISITE BLANK                                                     00262030
*EXPERIENCE   EACH OF THE FOLLOWING AUTHORS HAVE EXPRESSED THEIR        00262015
              POSITION ON WHAT THEY BELIEVE ARE THE EFFECTS OF READING  00262016
              ABOUT VIOLENCE AS DEPICTED IN CHILDREN≠S LITERATURE,      00262017
              DE BOER, JOHN J, ≠VIOLENCE IN CHILDREN≠S BOOKS≠ WERTHAM,  00262018
              FREDIC, A SIGN OF CAIN WERTHAM, FREDIC, SEDUCTION OF THE  00262019
              INNOCENT, READ THESE PUBLICATIONS OR OTHERS THAT PERTAIN   00262020
              TO THIS ISSUE, HOW WOULD EACH OF THESE MEN REACT TO SUCH   00262021
              MODERN REALISTIC FICTION BOOKS FOR CHILDREN AS S,E,        00262022
              HINTON≠S THE OUTSIDERS OR FRANK BONHAM≠S DURANGO STREET IN00262023
              LIGHT OF DE BOER≠S AND WERTHAM≠S RATIONALE HOW DO YOU      00262024
              REACT TO SUCH BOOKS FOR CHILDREN                          00262025
*SETTING      SMALL GROUP (1-12 STUDENTS), COLLEGE                      00262014
*MATERIALS    DE BOER, JOHN J ≠VIOLENCE IN CHILDREN≠S BOOKS≠ ELEMENTARY 00262005
              ENGLISH 35: 469-471 (NOV., 1958) WERTHAM, FREDIC A SIGN   00262006
              OF CAIN (MACMILLAN, 1966) WERTHAM, FREDIC SEDUCTION OF    00262007
              THE INNOCENT                                              00262008
*LEVEL        GRADES 5-8                                                00262011
*GENERAL      ALL CANDIDATES                                            00262010
*HOURS        2                                                         00262009
*EVALUATION   THE TEACHER CANDIDATE WILL BE ALERTED TO THE VARYING      00262031
              POSITIONS ON THIS ISSUE, HE WILL TAKE A POSITION HIMSELF, 00262032
              BE ABLE TO DEFEND IT AND EVALUATE SPECIFIC TITLES         00262033
              ACCORDINGLY,                                              00262034
*FILE         CENSORSHIP VIOLENCE AND EFFECT LITERATURE MODERN          00262012
              REALISTIC FICTION                                         00262013
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*OBJECTIVES   TO SELECT BOOKS IN TERMS OF THE POSITION ONE TAKES AND    00263026
              THE RATIONALE ONE PRESENTS ON THIS ISSUE, TO BECOME MORE  00263027
              FULLY AWARE OF THE THEMES AND VALUES EXPRESSED IN         00263028
              CONTEMPORARY CHILDREN≠S LITERATURE,                       00263029
*PREREQJISITE BLANK                                                     00263030
*EXPERIENCE   REACT TO THE STATEMENT BELOW, READ AND APPRAISE A BOOK    00263012
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| | FOR CHILDREN IN WHICH THE MESSAGE IS ≠V | 00263013 |
| | FOR CHILDREN IN WHICH THE MESSAGE IS ≠BE YOURSELF≠ | 00263014 |
| | SOCIETY AS A WHOLE HAS BEEN BOTH MORE PERMISSIVE AND LESS | 00263015 |
| | CERTAIN OF VALUES. RELIGIOUS INFLUENCE HAS WANED, AND | 00263016 |
| | NOW WE ARE TOLD THAT A CHANGE IN ATTITUDE IS FOUND | 00263017 |
| | INCREASINGLY IN CHILDREN≠S BOOKS, ≠IN ITS RECENT SURVEY | 00263018 |
| | OF SUCH BOOKS THIS NEWSPAPER (CHRISTIAN SCIENCE MONITOR) | 00263019 |
| | FOUND THAT ≠WHEREAS THE FUNDAMENTAL MESSAGE USED TO BE | 00263020 |
| ≠BE GOOD,≠ NOW | IT IS ≠BE YOURSELF≠ -WITH THE OVERT SUGGESTION THAT THE | 00263021 |
| | TWO STATES ARE NOT ALWAYS COMPATIBLE,≠ SOME CHILDREN≠S | 00263022 |
| | BOOKS THAT REFLECT THIS THEME ARE: ELLEN GRAE BY VERA + | 00263023 |
| | BILL CLEAVER; ONE IS ONE BY BARBARA PICARD BUT THERE ARE | 00263024 |
| | MANY OTHERS | 00263025 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00263011 |
| *MATERIALS | ANY APPROPRIATE JUVENILE BOOK, | 00263005 |
| *LEVEL | GRADES 5-8 | 00263008 |
| *GENERAL | ALL CANDIDATES | 00263007 |
| *HOURS | BLANK | 00263006 |
| *EVALUATION | THE TEACHER CANDIDATE WILL BE ALERTED TO THIS | 00263031 |
| | CONTROVERSIAL TREND IN CONTEMPORARY CHILDREN≠S LITERATURE, | 00263032 |
| | HE WILL IDENTIFY SPECIFIC BOOKS THAT REFLECT THIS THEME | 00263033 |
| | AND WILL APPRAISE THEM IN TERMS OF HIS POSITION ABOUT | 00263034 |
| | THIS ISSUE. | 00263035 |
| *FILE | PRINCIPLES OF BOOK SELECTION CENSORSHIP VALUES IN | 00263009 |
| | CHILDREN≠S LITERATURE | 00263010 |

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| *OBJECTIVES | TO BECOME MORE FULLY AWARE OF EDUCATORS CONCERN WITH THE | 00264025 |
| | MORAL ISSUES IN LITERATURE AS WELL AS THE LITERARY VALUES | 00264026 |
| | IN LITERATURE. TO ARRIVE AT A POSITION AND SELECT AND | 00264027 |
| | APPRAISE BOOKS ACCORDINGLY. | 00264028 |
| *PREREQUISITE | BLANK | 00264029 |
| *EXPERIENCE | A PARTICIPANT IN ANGLO-AMERICAN SEMINAR ON THE TEACHING OF | 00264012 |
| | ENGLISH (DARTMOUTH COLLEGE, SUMMER 1966) STATED THAT | 00264013 |
| | TEACHERS OF LITERATURE SHOULD SELECT BOOKS EMBODYING | 00264014 |
| | DIVERSE VERSIONS OF LIFE AND BELIEFS ABOUT VALUES, AND | 00264015 |
| | THEN QUESTION, DISCUSS, AND EXPLORE THEM WITH THE | 00264016 |
| | SUTDENTS; THIS WOULD LEAD TO AN AWARENESS OF MORAL | 00264017 |
| | COMPLEXITY, AMBIGUITY, AND PARADOX, INDICATE HOW DISPOSED | 00264018 |
| | YOU ARE TO INTRODUCING THIS ISSUE OF DIVERSE, CONFLICTING | 00264019 |
| | VALUES EXPLICITLY THROUGH LITERATURE, WHAT VALUES AND | 00264020 |
| | WHAT PROBLEMS CAN YOU SEEWITH PRACTICE IDENTIFY SOME | 00264021 |
| | CONTEMPORARY LITERARY SELECTIONS THAT ONE WOULD USE IN | 00264022 |
| | THIS MANNER, (QUOTED FROM MILLER, HERBERT J. THE USES OF | 00264023 |
| | ENGLISH, HOLT PINEHART AND WINSTON, 1967, P.93, | 00264024 |
| *SETTING | LARGE GROUP, COLLEGE | 00264011 |
| *MATERIALS | ANY APPROPRIATE CHILDREN≠S LITERATURE, | 00264005 |
| *LEVEL | ALL GRADES | 00264008 |
| *GENERAL | ALL CANDIDATES | 00264007 |
| *HOURS | 1 | 00264006 |
| *EVALUATION | THE VALUES AND THE PROBLEMS INHERENT IN USING LITERATURE | 00264030 |
| | AS SUGGESTED BY THE SEMINAR PARTICIPANTS ARE CLEARLY | 00264031 |
| | RECOGNIZED AND THEIR SIGNIFICANCE ACKNOWLEDGED, LITERARY | 00264032 |
| | SELECTIONS WHICH REFLECT DIVERSE BELIEFS AND VALUES ARE | 00264033 |
| | IDENTIFIED AND APPRAISED ACCORDING TO THE POSITION ONE | 00264034 |
| | TAKES ON THIS ISSUE. | 00264035 |
| *FILE | VALUES IN CHILDREN≠S LITERATURE PRINCIPLES OF BOOK | 00264009 |
| | SELECTION USES OF LITERATURE | 00264010 |

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| •OBJECTIVES | TO IDENTIFY THE CURRENT TRENDS IN THE MORAL AND SOCIAL | 00265023 |
| | THE IMPLICATIONS AND SIGNIFICANCE OF THESE TRENDS TO THE | 00265024 |
| | BOOK SELECTION AND TEACHER ARE IDENTIFIED. | 00265025 |
| •PREREQUISITE | BLANK | 00265026 |
| •EXPERIENCE | READ 'CHILDREN'S BOOKS CAN REFLECT THE AMERICAN STYLE OF | 00265014 |
| | LIVING,' BY PATRICIA J. GIANCIOLO. IDENTIFY THE | 00265015 |
| | PERSISTENT AND CHANGING VALUES EVIDENCED IN LITERATURE AS | 00265016 |
| | PRESENTED BY THIS AUTHOR. COMPARE THESE FINDINGS WITH | 00265017 |
| | THOSE EVIDENCED IN THE CHILDREN'S LITERATURE YOU HAVE | 00265018 |
| | READ DURING THIS TERM THAT HAS BEEN PUBLISHED SINCE 1964. | 00265019 |
| | WOULD THESE TRENDS INFLUENCE THE BOOKS YOU SELECTED OR | 00265020 |
| | USED IN YOUR CLASSROOM. STATE HOW & WHY THEY WOULD OR | 00265021 |
| | WOULD NOT AFFECT YOUR EDUCATIONAL PRACTICES. | 00265022 |
| •SETTING | INDEPENDENT. COLLEGE | 00265013 |
| •MATERIALS | GIANCIOLO, PATRICIA J. 'CHILDREN'S BOOKS CAN REFLECT THE | 00265005 |
| | AMERICAN STYLE OF LIVING,' ELEMENTARY ENGLISH, 41: | 00265006 |
| | 773-777 (NOVEMBER, 1964). | 00265007 |
| •LEVEL | ALL GRADES | 00265010 |
| •GENERAL | ALL CANDIDATES | 00265009 |
| •HOURS | 2 | 00265008 |
| •EVALUATION | THE CURRENT TRENDS ARE IDENTIFIED. SIGNIFICANCE AND | 00265027 |
| | IMPLICATIONS OF THESE TRENDS TO THE TEACHER CANDIDATE ARE | 00265028 |
| | RECOGNIZED IN HIS STATEMENTS OF HOW OR WHY HE WOULD OR | 00265029 |
| | WOULD NOT USE THESE BOOKS. | 00265030 |
| •FILE | VALUES IN LITERATURE USES OF LITERATURE PRINCIPLES OF | 00265011 |
| | BOOK SELECTION | 00265012 |

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| •OBJECTIVES | TO RECOGNIZE THE MORAL DIMENSION OF LITERATURE AND | 00266020 |
| | APPRAISE ITS SIGNIFICANCE IN THE TASK OF BOOK SELECTION | 00266021 |
| | AND THE USE OF LITERATURE IN THE SCHOOLS. | 00266022 |
| •PREREQUISITE | THE READING OF NUMEROUS CONTEMPORARY LITERARY SELECTIONS. | 00266023 |
| •EXPERIENCE | ALL LITERATURE-INCLUDING LITERATURE FOR CHILDREN-EMBODIES | 00266012 |
| | SOME VISION OF LIFE, SYSTEM OF VALUES, OR MORAL DIMENSION. | 00266013 |
| | DURING THE COURSE OF READING LITERATURE FOR CHILDREN THIS | 00266014 |
| | QUARTER, IDENTIFY THE SPECIFIC MORAL AND/OR SOCIAL VALUES | 00266015 |
| | WHICH YOU FIND ARE EXEMPLIFIED AND RECOMMENDED TO THE | 00266016 |
| | READER (ESPECIALLY VIA THE BOOK'S THEME) HOW IMPORTANT IS | 00266017 |
| | THIS CONCERN TO THE BOOK SELECTOR TO THE ELEMENTARY | 00266018 |
| | SCHOOL TEACHER | 00266019 |
| •SETTING | LARGE GROUP. COLLEGE | 00266011 |
| •MATERIALS | BLANK | 00266005 |
| •LEVEL | ALL GRADES | 00266008 |
| •GENERAL | ALL CANDIDATES | 00266007 |
| •HOURS | 1 | 00266006 |
| •EVALUATION | THE STUDENT WILL BECOME MORE AWARE THAT MANY BOOK | 00266024 |
| | SELECTORS CONSIDER THE MORAL DIMENSION OF LITERATURE A | 00266025 |
| | FACTOR AS IMPORTANT AS THE AESTHETIC OR STRUCTURAL | 00266026 |
| | ELEMENTS. HE WILL IDENTIFY HIS POSITION ON THIS ISSUE. | 00266027 |
| •FILE | CENSORSHIP VALUES IN CHILDREN'S LITERATURE PRINCIPLES OF | 00266009 |
| | BOOK SELECTION USES OF LITERATURE | 00266010 |

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| •OBJECTIVES | TO RECOGNIZE MORE EASILY THE VARIOUS SCHOOLS OF ART USED | 00288017 |
| | BY ARTISTS TO ILLUSTRATE CHILDREN'S BOOKS. | 00288018 |
| •PREREQUISITE | BLANK | 00288019 |
| •EXPERIENCE | ATTEND LECTURE DEALING WITH THE VARIETY OF SCHOOLS(STYLES | 00288012 |
| | ) OF ART USED BY ARTISTS TO ILLUSTRATE CHILDREN'S BOOKS. | 00288013 |
| | NOTE THE STYLES OF ART EXEMPLIFIED AND NOTE THE ARTISTS | 00288014 |
| | AND TITLES OF THE PICTURE BOOKS OR 'FLATS' THAT HAVE BEEN | 00288015 |
| | IDENTIFIED AS 'PACE-SETTERS' OR NOTEWORTHY PUBLICATIONS. | 00288016 |
| •SETTING | LARGE GROUP. COLLEGE | 00288011 |

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|---|---|---|
| *MATERIALS | BLANK | 00288005 |
| *LEVEL | ALL GRADES | 00288008 |
| *GENERAL | ALL CANDIDATES | 00288007 |
| *HOURS | 2 | 00288006 |
| *EVALUATION | THE VARIOUS STYLES OF ART USED TO ILLUSTRATE CHILDREN≠S | 00288020 |
| | BOOKS INCLUDE: PHOTOGRAPHS, IMPRESSIONISM, EXPRESSIONISM, | 00288021 |
| | CUBISM, POINTILISM, CARTOON ART, REALISTIC, PRIMITIVE OR | 00288022 |
| | NAIVE ART AND FOLK ART STYLES, SIGNIFICANT EXAMPLES OF | 00288023 |
| | EACH WILL BE IDENTIFIED, | 00288024 |
| *FILE | STYLES OF ART PICTURE BOOKS PRINCIPLES OF ART | 00288009 |
| | RELATIONSHIP TO CHILD LIT, | 00288010 |

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| *OBJECTIVES | TO ACQUAINT THE STUDENT OF LITERATURE FOR CHILDREN WITH | 00282019 |
| | THE VARIETY OF STYLES OF ART THAT HAVE BEEN CONSIDERED | 00282020 |
| | ACCEPTABLE FOR USE IN ILLUSTRATING CHILDREN≠S BOOKS, | 00282021 |
| *PREREQJISITE | BLANK | 00282022 |
| *EXPERIENCE | VIEW SLIDES OF ILLUSTRATIONS OF CADDECOTT AWARD WINNING | 00282014 |
| | BOOKS AND SELECT RUNNERS UP, NOTE THE VARIED STYLES OF | 00282015 |
| | ART THAT HAVE BEEN DECLARED APPROPRIATE FOR USE IN | 00282016 |
| | ILLUSTRATING CHILDREN≠S BOOKS, WHAT CONCLUSIONS DO YOU | 00282017 |
| | COME DO REGARDS THIS ≠VARIETY,≠ | 00282018 |
| *SETTING | INDEPENDENT, COLLEGE | 00282013 |
| *MATERIALS | SLIDES OF ILLUSTRATIONS OF COLDECOTT AWARD WINNING BOOK | 00282005 |
| | AND SELECT RUNNERS UP, HOUSE IN INSTRUCTIONAL RESOURCES | 00282006 |
| | CENTER, MICHIGAN STATE UNIVERSITY, ERICKSON HALL, | 00282007 |
| *LEVEL | ALL GRADES | 00282010 |
| *GENERAL | ALL CANDIDATES | 00282009 |
| *HOURS | 1/2 | 00282008 |
| *EVALUATION | THE VARIETY OF STYLES OF ART WILL BE NOTED AND EACH STYLE | 00282023 |
| | OF ART WILL BE APPRAISED IN TERMS OF HOW HARMONIOUS IT IS | 00282024 |
| | WITH THE CONTENT, STYLE, AND MOOD OF THE TEXT OF THE STORY | 00282025 |
| *FILE | SELECTION OF CHILDREN≠S BOKS ANALYTICAL + SYNTHESIS | 00282011 |
| | PROCESSES STYLES OF ART IN LITERATURE | 00282012 |

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| *OBJECTIVES | TO BECOME MORE AWARE OF THE VARIOUS STYLES OF ART THAT | 00283023 |
| | ARE USED TO ILLUSTRATE CURRENT PICTURE BOOKS, TO APPRAISE | 00283024 |
| | THESE TRENDS IN TERMS OF PRINCIPLES OF BOOK SELECTION, | 00283025 |
| *PREREQJISITE | THE READING OF NUMEROUS CONTEMPORARY PICTURE BOOKS, | 00283026 |
| *EXPERIENCE | READ ≠CURRENT TRENDS IN THE ILLUSTRATIONS OF CHILDREN≠S | 00283015 |
| | BOOKS,≠ BY M HORTON, IDENTIFY THE TRENDS IN THE | 00283016 |
| | ILLUSTRATIONS OF CHILDREN≠S BOOKS AS PRESENTED BY THIS | 00283017 |
| | AUTHOR, COMPARE THESE FINDINGS WITH THOSE EVIDENCED IN | 00283018 |
| | THE PICTURE BOOKS THAT YOU HAVE READ DURING THIS TERM THAT | 00283019 |
| | HAVE BEEN PUBLISHED SINCE 1965, HOW DO YOU REACT TO THIS | 00283020 |
| | CURRENT TREND IN ILLUSTRATING CHILDREN≠S BOOKS, WHY HAVE | 00283021 |
| | THE TRENDS CHANGED SINCE M HORTON≠S STUDY | 00283022 |
| *SETTING | INDEPENDENT, COLLEGE | 00283014 |
| *MATERIALS | HORTON, M CURRENT TRENDS IN THE ILLUSTRATIONS OF | 00283005 |
| | CHILDREN≠S BOOKS, CALIFORNIA LIBRARIAN, 28; 81-87 (APRIL, | 00283007 |
| | 1962), | 00283008 |

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|---|---|---|
| *LEVEL | ALL GRADES | 00283011 |
| *GENERAL | ALL CANDIDATES | 00283010 |
| *HOURS | 1 | 00283009 |
| *EVALUATION | THE NEW TRENDS WILL BE IDENTIFIED AND ACKNOWLEDGED AS A FACTOR THAT WOULD INFLUENCE THE BOOK SELECTION, MAJOR INFLUENCES AFFECTING SELECTION OF ART WORK FOR USE IN PUBLISHING ARE IDENTIFIED, | 00283027<br>00283028<br>00283029<br>00283030 |
| *FILE | PICTURE BOOKS ART IN CHILDREN≠S LITERATURE BOOK SELECTION PRINCIPLES | 00283012<br>00283013 |

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| *OBJECTIVES | TO REALIZE THAT ILLUSTRATIONS IN PICTURE BOOKS ARE MADE WITH A VARIETY OF MEDIA AND REFLECT VARIOUS SCHOOLS OF ART, TO REALIZE THAT THE ART WORK IN A ≠FLAT≠ MUST BE EVALUATED AS CAREFULLY AS THE TEXT, | 00284018<br>00284019<br>00284020<br>00284021 |
| *PREREQUISITE | BLANK | 00284022 |
| *EXPERIENCE | ATTEND LECTURE DEALING WITH VARIETY OF MEDIA USED BY ARTISTS TO ILLUSTRATE CHILDREN≠S BOOKS, NOTE THE VARIETY OF MEDIA USED, THE INFLUENCE THAT THE CHOICE OF MEDIA MAY (OR MAY NOT) HAVE ON THE STYLE OF ART THAT IS EMPLOYED BY THE ARTISTS, NOTE THE TITLES OF THE PICTURE BOOKS ON ≠FLATS) THAT HAVE BEEN IDENTIFIED AS ≠PACE SETTERS) OR NOTEWORTHY PUBLICATIONS, | 00284011<br>00284012<br>00284013<br>00284014<br>00284015<br>00284016<br>00284017 |
| *SETTING | LARGE GROUP, COLLEGE | 00284018 |
| *MATERIALS | BLANK | 00284005 |
| *LEVEL | ALL GRADES | 00284008 |
| *GENERAL | ALL CANDIDATES | 00284007 |
| *HOURS | 2 | 00284006 |
| *EVALUATION | THE VARIOUS MEDIA USED BY ARTISTS TO ILLUSTRATE BOOKS INCLUDE: WATER COLOR, CRAYON, TEMPRA, INK, BOURGES, SCRATCHBOARD, PHOTOGRAPHS, STONE LITHOGRAPHS, LINE SEPARATIONS, PENCIL DRAWINGS (ON ACETATE VINYLITE), WOODCUTS, WOOD ETCHINGS, COLLAGE, GOUACHE, BRUSH, WOLFF PENCIL, DRY BRUSH, ETC, NOTEWORTH ARTISTS AND THEIR WORKS WILL BE IDENTIFIED, | 00284023<br>00284024<br>00284026<br>00284027<br>00284028<br>00284029<br>00284030 |
| *FILE | PICTURE BOOKS GRAPHIC ART MEDIA ILLUSTRATIONS + ART | 00284009 |

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| *OBJECTIVES | TO RECOGNIZE MORE FULLY THE VARIOUS MEDIA USED TO ILLUSTRATE CHILDREN≠S BOOKS AND TO REALIZE HOW THE MEDIA INFLUENCE THE STYLES OF ART USED TO ILLUSTRATE CHILDREN≠S BOOKS, TO RECOGNIZE MORE ADEQUATELY QUALITY PICTURE BOOKS OR ≠FLATS,≠ | 00285019<br>00285020<br>00285021<br>00285022<br>00285023 |
| *PREREQUISITE | LECTURE: MEDIA USED BY ARTISTS TO ILLUSTRATE BOOKS FOR CHILDREN. | 00285024<br>00285025 |
| *EXPERIENCE | EXAMINE NUMEROUS PICTURE BOOKS-AT LEAST TWENTY-FIVE, IN EACH CASE TRY TO IDENTIFY THE ART MEDIA USED BY THE ARTIST , APPRAISE THE SELECTION OF THE MEDIUM AS AN APPROPRIATE MEANS TO REFLECT THE THEME, ACTION AND/OR MOOD OF THE STORY, AND APPRAISE THE EFFECTIVENESS OF THE ARTIST≠S USE OF THE MEDIUM, | 00285013<br>00285014<br>00285015<br>00285016<br>00285017<br>00285018 |
| *SETTING | INDEPENDENT, COLLEGE | 00285012 |
| *MATERIALS | ILLUSTRATIONS IN CHILDREN≠S BOOKS BY PATRICIA J CIANCIOLO WM, BROWN PUB, CO, (AT PRESS), | 00285005<br>00285006 |
| *LEVEL | ALL GRADES | 00285009 |
| *GENERAL | ALL CANDIDATES | 00285008 |
| *HOURS | 2 | 00285007 |
| *EVALUATION | THE VARIOUS MEDIA AND THE MAJOR CHARACTERISTICS OF EACH WILL BE IDENTIFIED, ILLUSTRATIONS EXEMPLIFYING QUALITY ART WILL BE RECOGNIZED AND APPROVED FOR BOOK SELECTION WHEREAS LESS TASTEFUL ILLUSTRATIONS WILL BE REJECTED, | 00285026<br>00285027<br>00285028<br>00285029 |

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*FILE          PICTURE BOOKS  GRAPHIC ART MEDIA  PRINCIPLES OF BOOK      00285010
               SELECTION                                                  00285011

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*OBJECTIVES    TO DISTINGUISH MORE EFFECTIVELY CHARACTERISTICS AND        00286016
               INFLUENCES OF GRAPHIC ART MEDIA-WOODCUTS AND WOOD ETCHING, 00286017
*PREREQJISITE  LECTURE: MEDIA USED BY ARTISTS TO ILLUSTRATE BOOKS FOR     00286018
               CHILDREN,                                                  00286019
*EXPERIENCE    COMPARE ANU CONTRAST ILLUSTRATIONS IN CHILDREN'S BOOKS     00286011
               MADE WITH WOODCUTS AND WOOD ETCHINGS,  IDENTIFY QUALITY    00286012
               EXAMPLES O> EACH KIND OF ILLUSTRATION,  APPRAISE THE       00286013
               ARTIST'S EFFECTIVE USE OF EACH MEDIA IN TERMS OF THE STORY 00286014
               HE HAS ILLUSTRATED,                                        00286015
*SETTING       INDEPENDENT,  COLLEGE                                      00286010
*MATERIALS     NUMEROUS PICTURE BOOKS                                     00286005
*LEVEL         ALL GRADES                                                 00286008
*GENERAL       ALL CANDIDATES                                             00286007
*HOURS         1                                                          00286006
*EVALUATION    THE MAJOR CHARACTERISTICS OF ART PIECES PRODUCED BY THE    00286020
               USE OF EACH MEIDA ARE IDENTIFIED,  IN THE MAIN THE WOODCUT 00286020
               IS MOST SUITABLE FOR PRODUCING A SEVERE, POWERFUL, TERSE   00286022
               STYLE WHEREAS THE WOOD ETCHING CONVEYS DELICACY,           00286023
               SUPPLENESS, AND MOBILITY,  APPROPRIATE SELECTIONS ARE      00286024
               IDENTIFIED,                                                00286025
*FILE          PICTURE BOOKS  GRAPHIC ART MEDIA  WOODCUTS + WOOD ETCHING  00286009

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*OBJECTIVES    TO RECOGNIZE FULLY THAT EACH ARTIST RETAINS HIS UNIQUE     00287016
               QUALITIES AND REFLECTS THE THEME, MOOD AND ACTION OF THE   00287017
               STORY DESPITE THE SAMENESS OF THE MEDIA EACH MAY USE,      00287018
*PREREQJISITE  BLANK                                                      00287019
*EXPERIENCE    COMPARE THE USE OF COLLAGE BY DIFFERENT ARTISTS (LIONNI,   00287011
               KEATS, ETC),  NOTE THE DIFFERENCES AS TO HOW EACH ARTIST   00287012
               HAS USED THIS TECHNIQUE TO ILLUSTRATE STORIES,  HOW        00287013
               APPROPRIATELY HAS EACH ARTIST USED THIS TECHNIQUE TO       00287014
               ILLUSTRATE THE STORIES WHICH THEY DID,                     00287015
*SETTING       INDEPENDENT,  COLLEGE                                      00287010
*MATERIALS     PICTURE BOOKS ILLUSTRATED WITH COLLAGE,                    00287005
*LEVEL         ALL GRADES                                                 00287008
*GENERAL       ALL CANDIDATES                                             00287007
*HOURS         1                                                          00287006
*EVALUATION    THE UNIQUENESSES OF EACH ARTIST ARE IDENTIFIED + APPRAISED 00287020
               ACCORDING TO THE THEME, MOOD, ACTION OF THE STORIES EACH   00287021
               ILLUSTRATED,                                               00287022
*FILE          PICTURE BOOKS  GRAPHIC ART MEDIA  COLLAGE + STONES         00287009

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*OBJECTIVES    TO RECOGNIZE MORE FULLY THE VARIOUS STYLES OF ART USED TO   00289018
               ULLUSTRATE CHILDREN'S BOOKS,  TO APPRAISE THE              00289019
               APPROPRIATENESS OF EACH OF THESE STYLES FOR USE IN         00289020
               CHILDREN'S BOOKS,                                          00289021
*PREREQJISITE  LECTURE:  VARIETY OF SCHOOLS (STYLES) OF ART USED TO       00289022
               ILLUSTRATE CHILDREN'S BOOKS,                               00289023
*EXPERIENCE    EXAMINE NUMEROUS PICTURE BOOKS-AT LEAST TWENTY-FIVE,  IN   00289012
               EACH CASE TRY TO IDENTIFY THE STYLE OF ART USED BY THE     00289013
               ARTIST APPRAISE THE SELECTION OF THAT STYLE OF ART AS AN   00289014
               APPROPRIATE MEANS TO REFLECT THE THEME, ACTION, AND/OR     00289015
               MOOD OF THE STORY, AND APPRAISE THE EFFECTIVENESS OF THE   00289016
               ARTIST'S USE OF THE STYLE OF ART,                          00289017
*SETTING       INDEPENDENT,  COLLEGE                                      00289011
*MATERIALS     ILLUSTRATIONS IN CHILDREN'S BOOKS BY PATRICIA J CIANCIOLO, 00289005
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                WM BROWN PUB, CO (AT PRESS)                                    00289006
*LEVEL          ALL GRADES                                                     00289009
*GENERAL        ALL CANDIDATES                                                 00289008
*HOURS          2                                                              00289007
*EVALUATION     THE VARIOUS STYLES OF ART WILL BE IDENTIFIED, EACH WILL        00289024
                BE APPRAISED AS FAR AS ITS APPROPRIATENESS FOR USE IN          00289025
                CHILDREN≠S PICTURE BOOKS,                                      00289026
*FILE           PICTURE BOOKS  STYLES OF ART  PRINCIPLES OF BOOK SELECTION00289010
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*OBJECTIVES     TO RECOGNIZE AND FULLY APPRECIATE THE UNIQUENESSES IN THE      00290018
                ART USED TO ILLUSTRATE CHILDREN≠S BOOKS,                       00290019
*PREREQJISITE   BLANK                                                          00290020
*EXPERIENCE     VIEW THE FILM ≠THE LIVELY ART OF PICTURE BOOKS,≠ NOTE HOW00290012
                DIFFERENTLY EACH ARTIST VIEWS HIS TASK OF ILLUSTRATING         00290013
                BOOKS FOR CHILDREN,  NOTE THE INFLUENCES OF THE ARTISTS        00290014
                BACKGROUND OF EXPERIENCE, APPARENT PERSONALITY TRAITS, AND00290015
                ATTITUDE ABOUT HIS CONTRIBUTION TO THE FIELD OF CHILDREN≠S00290016
                LITERATURE TEND TO HAVE ON THE KIND OF ART HE PRODUCES,        00290017
*SETTING        LARGE GROUP,  COLLEGE                                          00290011
*MATERIALS      THE LIVELY ART OF PICTURE BOOKS (WESTON WOODS)                 00290005
*LEVEL          ALL GRADES                                                     00290008
*GENERAL        ALL CANDIDATES                                                 00290007
*HOURS          1                                                              00290006
*EVALUATION     THE CONTRIBUTIONS OF ILLUSTRATORS OF CHILDREN≠S BOOKS ARE      00290021
                RECOGNIZED AND THE INDIVIDUALITY PRIZED, ESPECIALLY THOSE      00290022
                OF BARBARA COONEY, ROBERT MC CLOSKEY, AND MAURICE SENDAK,      00290023
*FILE           PRINCIPLES OF ART BOOKS  UNIQUENESS IN BOOK PRODUCTION         00290009
                ARTIST≠S ENVIRNOMENT INFLUENCES ON BOOK                        00290010
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*OBJECTIVES     TO IDENTIFY THE STEPS THAT AN ARTIST FOLLOWS WHEN              00291017
                ILLUSTRATING A STORY,  TO APPRECIATE THE UNIQUE STYLE AND      00291018
                APPROACH TO ILLUSTRATING OF EACH ARTIST,                       00291019
*PREREQJISITE   BLANK                                                          00291020
*EXPERIENCE     VIEW KINESCOPE THE ILLUSTRATOR,  NOTE HOW LOUIS SLOBODKIN      00291013
VIEWS THE TASK OF ILLUSTRATING A STORY FOR CHILDREN,  COMPARE HIS VIEWS        00291014
                WITH THOSE EXPRESSED BY THE ARTISTS INTERVIEWED IN THE         00291015
                FILM THE LIVELY ART OF PICTURE BOOKS,                          00291016
*SETTING        INDEPENDENT,  COLLEGE                                          00291012
*MATERIALS      KINESCOPE THE ILLUSTRATOR (UNIVERSITY OF MICHIGAN,             00291005
                TELEVISION CENTER)                                             00291006
*LEVEL          ALL GRADES                                                     00291009
*GENERAL        ALL CANDIDATES                                                 00291008
*HOURS          1/2                                                            00291007
*EVALUATION     PROCEDURES FOR ILLUSTRATING A STORY WILL BE DEFINED,  THE      00291021
                FACT THAT EACH ARTIST EMPLOYS A DIFFERENT STYLE OF ART AND00291022
                THAT EACH TENDS TO FAVOR DIFFERENT MEDIA TO CREATE HIS         00291023
                ILLUSTRATIONS WILL BE NOTED,                                   00291024
*FILE           PICTURE BOOKS  MOTIVATING ACTIVITIES  PRINCIPLES OF            00291010
                ILLUSTRATING + STORY                                           00291011
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*OBJECTIVES     TO BECOME MORE FAMILIAR WITH FILM VERSIONS OF PICTURE          00292023
                BOOKS,  TO RECOGNIZE THE MANY USES THAT THE TEACHER CAN        00292024
                MAKE OF THE FILMS,  TO APPRAISE THE FILM VERSIONS OF           00292025
                PICTURE BOOKS ACCORDING TO SPECIFIC CRITERIA,                  00292026
*PREREQJISITE   BLANK                                                          00292027
*EXPERIENCE     VIEW FILM INTERPRETATIONS OF PICTURE BOOK,  APPRAISE THE  00292013
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| | EXTENT THAT EACH FILM VERSION IS HARMONIOUS WITH THE CONTENT, STYLE, AND MOOD OF THE BOOK ITSELF, WHAT WOULD BE ADVANTAGES, | 00292014<br>00292015<br>00292016 |
| | BE ADVANTAGES, DISADVANTAGES OF USING THIS FILM WITH CHILDREN BEFORE OR AFTER THEY READ THE BOOK UPON WHICH IT IS BASED, SOME FILMS AVAILABLE: TIME OF WONDER, LITTLE BLUE AND LITTLE YELLOW, THE SNOWY DAY, THIS IS NEW YORK, THE DOUGHNUTS, ALEXANDER AND THE CAR, A BELL FOR URSLI, ETC, | 00292017<br>00292018<br>00292019<br>00292020<br>00292021<br>00292022 |
| *SETTING | INDEPENDENT, COLLEGE | 00292012 |
| *MATERIALS | FILMS OF CHILDREN≠S LITERATURE AVAILABLE IN THE INSTRUCTIONAL MEDIA CENTER AT MICHIGAN STATE UNIVERSITY, | 00292005<br>00292006 |
| *LEVEL | ALL GRADES | 00292009 |
| *GENERAL | ALL CANDIDATES | 00292008 |
| *HOURS | 1/2 | 00292007 |
| *EVALUATION | NUMEROUS FILMS WILL BE VIEWED AND EACH APPRAISED ACCORDING TO THE FOLLOWING CRITERIA, 1 VERSION IS HARMONIOUS WITH THE CONTENT, STYLE + MOOD OF THE BOOK 2 VERSION IS INTERESTING, WELL PRESENTED, TASTEFULLY USED AND SKILLFULLY PRODUCED, 3 VERSION WILL FIX THE CHILD≠S IMPRESSIONS OF THE STORY AND THE ART WORK INCLUDED IN THE BOOK, 4 VERSION WILL IDEALIZE BEAUTY AND APPRECIATION OF ART, 5 VERSION WILL TAKE THE READER BEYOND THAT OFFERED IN THE BOOK, 6 VERSION WILL MOTIVATE CHILD TO READ THE BOOK, | 00292028<br>00292029<br>00292030<br>00292031<br>00292032<br>00292033<br>00292034<br>00292035<br>00292036<br>00292037 |
| *FILE | MOTIVATING ACTIVITIES CRITICAL READING (COMPARE VERSIONS OF THE SAME STORY) AUDIO-VISUAL | 00292010<br>00292011 |

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| *OBJECTIVES | TO BECOME MORE FAMILIAR WITH OUTSTANDING AUTHORS OF CHILDREN≠S BOOKS, TO IDENTIFY MEDIA THAT MIGHT BE USED TO MOTIVATE CHILDREN TO READ AND APPRECIATE THE CONTRIBUTIONS OF SPECIFIC AUTHORS TO THE FIELD OF LITERATURE, | 00293019<br>00293020<br>00293021<br>00293022 |
| *PREREQUISITE | BLANK | 00293023 |
| *EXPERIENCE | VIEW KINESCOPE WRITING FOR CHILDREN: INTERVIEW WITH ROBERT BURCH (AURHOT OF QUEENIE PEAVY AND OTHER FINE REALISTIC FICTION FOR CHILDREN), NOTE HIS PURPOSES FOR WRITING REALISTIC FICTION FOR CHILDREN, APPRAISE THIS KINESCOPE AS A ≠MOTIVATING ACTIVITY≠ IN A MIDDLE GRADE CLASSROOM SITUATION, | 00293013<br>00293014<br>00293015<br>00293016<br>00293017<br>00293018 |
| *SETTING | LARGE GROUP, COLLEGE | 00293012 |
| *MATERIALS | KINESCOPE: WRITING FOR CHILDREN: INTERVIEW WITH ROBERT BURCH (UNIVERSITY OF MICHIGAN) | 00293005<br>00293006 |
| *LEVEL | GRADES 5-8 | 00293009 |
| *GENERAL | ALL CANDIDATES | 00293008 |
| *HOURS | 1/2 | 00293007 |
| *EVALUATION | THE AUTHOR≠S PURPOSES FOR WRITING AND HIS TALENTS AS A WRITER OF FINE REALISTIC FICTION ARE RECOGNIZED, THE USE OF THES FILM IN WHICH MR BURCH IS INTERVIEWED BY CHILDREN IS RECOGNIZED AS AN EXCELLENT MOTIVATING ACTIVITING TO FIX THE CHILDREN≠S IMPRESSIONS ABOUT THE AUTHOR AND HIS BOOKS, IT WOULD ENCOURAGE OTHERS TO READ HIS BOOKS IF THEY HAVE NOT DONE SO BEFORE, | 00293024<br>00293025<br>00293026<br>00293027<br>00293028<br>00293029<br>00293030 |
| *FILE | IDENTIFY AUTHOR≠S REALISTIC FICTION MOTIVATING ACTIVITIES | 00293010<br>00293011 |

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| *OBJECTIVES | TO BECOME MORE FAMILIAR WITH OUTSTANDING AUTHORS OF CHILDREN≠S BOOKS, TO IDENTIFY MEDIA THAT MIGHT BE USED TO MOTIVATE CHILDREN TO READ AND APPRECIATE THE CONTRIBUTIONS OF SPECIFIC AUTHORS TO THE FIELD OF | 00294019<br>00294020<br>00294021<br>00294022 |

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| | LITERATURE, | 00294023 |
| *PREREQJISITE | BLANK | 00294024 |
| *EXPERIENCE | VIEW KINESCOPE WRITING FOR CHILDREN: INTERVIEW WITH IRENE | 00294013 |
| | HUNT (AUTHOR OF ACROSS FIVE APRILS AND UP A ROAD SLOWLY | 00294014 |
| | CALDECOTT AWARD BOOK), NOTE HOW BACKGROUND EXPERIENCES | 00294015 |
| | HAS INFLUENCED THE CONTENT OF HER STORIES AND THEMES | 00294016 |
| | OF EACH. APPRAISE THIS KINESCOPE AS A ≠MOTIVATING | 00294017 |
| | ACTIVITY≠ IN A MIDDLE GRADE CLASSROOM SITUATION, | 00294018 |
| *SETTING | LARGE GROUP, COLLEGE | 00294012 |
| *MATERIALS | WRITING FOR CHILDREN: INTERVIEW WITH IRENE HINT | 00294005 |
| | (UNIVERSITY OF MICHIGAN) | 00294006 |
| *LEVEL | GRADES 5-8 | 00294009 |
| *GENERAL | ALL CANDIDATES | 00294008 |
| *HOURS | 1/2 | 00294007 |
| *EVALUATION | THE AUTHOR≠S TALENTS AS A WRITER OF FINE REALISTIC FICTION | 00294025 |
| | ARE RECOGNIZED, THE SOURCES AND BASIS FOR HER STORIES | 00294026 |
| | ARE IDENTIFIED, THE USE OF THIS FILM IN WHICH MISS HUNT | 00294027 |
| | IS INTERVIEWED BY CHILDREN IS RECOGNIZED AS AN EXCELLENT | 00294028 |
| | MOTIVATING ACTIVITY TO FIX CHILDREN≠S IMPRESSIONS ABOUT | 00294029 |
| | THE AUTHOR AND HER BOOKS, IT WOULD ENCOURAGE OTHERS TO | 00294030 |
| | READ HER BOOKS IF THEY HAVE NOT DONE SO BEFORE, | 00294031 |
| *FILE | REALISTIC FICTION HISTORICAL FICTION MOTIVATING I | 00294010 |
| | ACTIVITIES | 00294011 |

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| *OBJECTIVES | TO LEARN TO APPRAISE APPROPRIATENESS OF FILM VERSIONS OF | 00295017 |
| | LITERATURE (POETRY) IN TERMS OF SPECIFIC CRITERIA, | 00295018 |
| *EXPERIENCE | VIEW FILM HAILSTONES AND HALIBUT BONES, EVALUATE THE | 00295011 |
| | FILM PARTICULARLY IN TERMS OF HOW HARMONIOUS IT IS WITH | 00295012 |
| | THE CONTENT, STYLE, AND MOOD OF MARY O≠NEIL≠S POEMS FROM | 00295013 |
| | THE BOOK WITH THE SAME TITLE, APPRAISE THE FILM IN TERMS | 00295014 |
| | OF HOW APPROPRIATE IT IS FOR USE WITH ELEMENTARY SCHOOL | 00295015 |
| | CHILDREN-PRESCHOOL, PRIMARY GRADES, OR MIDDLE GRADES, | 00295016 |
| *PREREQJISITE | BLANK | 00295019 |
| *SETTING | LARGE GROUP, COLLEGE | 00295010 |
| *MATERIALS | FILM: HAILSTONES & HALIBUT BONES, (STERLING) | 00295005 |
| *LEVEL | ALL GRADES | 00295008 |
| *GENERAL | ALL CANDIDATES | 00295007 |
| *HOURS | 1/2 | 00295006 |
| *EVALUATION | FILM WILL BE RATED ≠LOW≠ AS AN EFFECTIVE INTERPRETATION OF | 00295020 |
| | THE ANTHOLOGY WRITTEN BY MARY O≠NEIL FOR IT DOES NOT MEET | 00295021 |
| | ESTABLISHED CRITERIA, MAY BE ACKNOWLEDGED AS A | 00295022 |
| | SOPHISTICATED INTERPRETATION OF HER POETRY SUITABLE FOR | 00295023 |
| | JUNIOR HIGH SCHOOL STUDENTS OR ADULTS, | 00295024 |
| *FILE | POETRY EVALUATION OF FILMS AUDIO-VISUAL AIDS | 00295009 |

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| *OBJECTIVES | TO APPRAISE SPECIFIC METHODS SUGGESTED TO PRESENT PICTURE | 00296017 |
| | BOOKS TO CHILDREN, TO APPRAISE FILM IN TERMS OF SPECIFIC | 00296019 |
| | CRITERIA. | 00296020 |
| *PREREQJISITE | BLANK | 00296021 |
| *EXPERIENCE | VIEW THE FILM THE PLEASURE IS MUTUAL AND APPRAISE THE | 00296012 |
| | TECHNIQUES USED BY VARIOUS LIBRARIANS TO PRESENT PICTURE | 00296013 |
| | BOOKS TO YOUNG CHILDREN, COMPARE YOUR EVALUATION WITH THE | 00296014 |
| | POINTS HIGHLIGHTED IN THE MANUAL WHICH ACCOMPANIES THE | 00296015 |
| | FILM. | 00296016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00296011 |
| *MATERIALS | FILM: THE PLEASURE IS MUTUAL AND MANUAL ON HOW TO USE | 00296005 |
| | THE FILM (CHILDREN'S BOOK COUNCIL) | 00296006 |
| *LEVEL | GRADES 1-4 | 00296009 |
| *GENERAL | ALL CANDIDATES | 00296008 |

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| *HOURS | 1 1/2 | 00296007 |
| *EVALUATION | STRENGTHS AND WEAKNESS OF TECHNIQUES USED BY LIBRARIANS AS THEY PRESENT PICTURE BOOKS TO CHILDREN WILL BE RECOGNIZED AND EVALUATED ACCORDINGLY, | 00296022<br>00296023<br>00296024 |
| *FILE | PICTURE BOOKS READ ALOUD EVALUATE PICTURE BOOKS | 00296010 |

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| ROBJECTIVES | TO BECOME MORE FULLY ACQUAINTED WITH THE SPECIFIC CHARACTERISTICS OF POETRY THAT MAKE THIS A FORM OF LITERATURE ENJOYED BY MOST CHILDREN | 00297017<br>00297018<br>00297019 |
| *PREREQUISITE | BLANK | 00297020 |
| *EXPERIENCE | READ ARTICLE #POETRY FOR TODAY#S CHILDREN# BY PATRICIA J CIANCIOLO, NOTE CHARACTERISTICS OF POETRY WHICH APPEAL TO CHILDREN, NOTE THE PLACE POETRY MAY BE GIVEN IN THE TOTAL SCHOOL PROGRAM, | 00297013<br>00297014<br>00297015<br>00297016 |
| *SETTING | LARGE GROUP, COLLEGE | 00297012 |
| *MATERIALS | ARTICLE-CIANCIOLO, PATRICIA #POETRY FOR TODAY#S CHILDREN #ELEMENTARY ENGLISH 41: 484-491 (MAY 1964), | 00297005<br>00297006 |
| *LEVEL | ALL GRADES | 00297009 |
| *GENERAL | ALL CANDIDATES | 00297008 |
| *HOURS | 1/2 | 00297007 |
| *EVALUATION | CHARACTERISTICS OF POETRY WHICH APPEAL TO CHILDREN INCLUDE RHYTHM, WORK AND SOUND PATTERNS, SENSORY IMAGES, CRYSTALLIZED EXPERIENCE AND THE CONTENT OF THE POEM, | 00297021<br>00297022<br>00297023 |
| *FILE | POETRY USES OF LITERATURE IDENTIFY CHARACTERISTICS OF CHILD POETRY | 00297010<br>00297011 |

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| *OBJECTIVES | TO RECOGNIZE THE CHARACTERISTICS AND VALUES OF A RELATIVELY DIFFERENT FORM OF POETRY THAN THAT WHICH HAS BEEN TRADITIONALLY MADE AVAILABLE TO AMERICAN CHILDREN, | 00298020<br>00298021<br>00298022 |
| *PREREQUISITE | BLANK | 00298023 |
| *EXPERIENCE | READ SEVERAL POEMS REPRESENTATIVE OF HAIKU, THE ANCIENT JAPANESE VERSE FORM CONSISTING OF SEVENTEEN SYLLABLES-1ST AND 3RD LINES HAVE FIVE SYLLABLES, THE 2ND LINE, SEVEN SYLLABLES AND TWO PARTS, NAMELY A SIMPLE PICTURE-MAKING DESCRIPTION AND A STATEMENT OF MOOD OR FEELING, WHAT ARE THE CHARACTERISTICS OF THIS FORM OF VERSE THAT YOU FIND SUITABLE OR UNSUITABLE FOR USE WITH AMERICAN CHILDREN IN MIDDLE GRADE CLASSROOMS, | 00298012<br>00298013<br>00298014<br>00298015<br>00298016<br>00298017<br>00298018<br>00298019 |
| *SETTING | LARGE GROUP, COLLEGE | 00298011 |
| *MATERIALS | BLANK | 00298005 |
| *LEVEL | GRADES 5-8 | 00298008 |
| *GENERAL | ALL CANDIDATES | 00298007 |
| *HOURS | 1 | 00298006 |
| *EVALUATION | STUDENTS WILL LEARN TO RECOGNIZE AND UNDERSTAND AND ENJOY HAIKU AS A FORM OF VERSE SUITABLE FOR CHILDREN AND ADULTS, | 00298024<br>00298025 |
| *FILE | POETRY-HAIKER IDENTIFY MOOD + FEELING OF POETRY CROSS-CULTURAL POETRY | 00298009<br>00298010 |

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| *OBJECTIVES | TO LEARN HOW TO READ POETRY ALOUD MORE EFFECTIVELY | 00299017 |
| *PREREQUISITE | BLANK | 00299018 |
| *EXPERIENCE | VIEW FILM HOW TO READ POETRY, NOTE THE TECHNIQUES SUGGESTED FOR READING POETRY ALOUD, SELECT AT LEAST ONE POEM TRY TO USE THE TECHNIQUES SUGGESTED IN THE FILM, CLASS MEMBERS SHOULD EVALUATE THE SELECTION AND PRESENTATION IN TERMS OF SUGGESTED TECHNIQUES MADE IN FILM | 00299012<br>00299013<br>00299014<br>00299015<br>00299016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00299011 |
| *MATERIALS | FILM HOW TO READ POETRY, | 00299005 |
| *LEVEL | ALL GRADES | 00299008 |

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| *GENERAL | ALL CANDIDATES | 00299007 |
| *HOURS | 1/2 | 00299006 |
| *EVALUATION | POETRY WILL BE READ ALOUD EFFECTIVELY AND TEACHER | 00299019 |
| | CANDIDATE WILL EMPLOY THE TECHNIQUES SUGGESTED IN THE FILM | 00299020 |
| *FILE | POETRY READ ALOUD LEARN TECHNIQUES FOR READING POETRY | 00299009 |
| | ALOUD, | 00299010 |

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| *OBJECTIVES | TO BECOME MORE ADEQUATELY ACQUAINTED WITH THE USE OF | 00300021 |
| | RECORDINGS-TAPE + PHONOGRAPH RECORDINGS TO MOTIVATE | 00300022 |
| | CHILDREN TO WANT TO HEAR AND LEARN TO ENJOY POETRY, TO | 00300023 |
| | APPRECIATE THE CONTRIBUTION OF JOHN CIARDI TO THE FIELD OF | 00300024 |
| | POETRY FOR CHILDREN. | 00300025 |
| *PREREQUISITE | BLANK | 00300026 |
| *EXPERIENCE | LISTEN TO TAPE RECORDING OF INTERVIEW OF JOHN CIARDI | 00300014 |
| | (CARNIVAL OF BOOKS WBBM RADIO PROGRAM) AND PHONOGRAPH | 00300015 |
| | RECORDING OF CIARDI READING HIS OWN POETRY (YOU READ TO ME | 00300016 |
| | , I'LL READ TO YOU AND YOU KNOW WHO-SPOKEN ARTS RECORDINGS | 00300017 |
| | ) EVALUATE THE EFFECTIVENESS OF THESE RECORDINGS AS | 00300018 |
| | MEANS TO MOTIVATE CHILDREN TO WANT TO HEAR MORE OF | 00300019 |
| | CIARDI'S POETRY AND MORE POETRY IN GENERAL, | 00300020 |
| *SETTING. | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00300013 |
| *MATERIALS | TAPE RECORDING-CARNIVAL OF BOOKS-INTERVIEW WITH JOHN | 00300005 |
| | CIARDI PHONOGRAPH RECORDINGS FROM SPOKEN ARTS-YOU READ TO | 00300006 |
| | ME, I'LL READ TO YOU AND YOU KNOW WHO, | 00300007 |
| *LEVEL | GRADES 1-4 | 00300010 |
| *GENERAL | ALL CANDIDATES | 00300009 |
| *HOURS | 1 | 00300008 |
| *EVALUATION | CIARDI'S DROLL WIT AND HUMOR IS EVER PRESENT IN HIS POETRY | 00300027 |
| | HE READS POETRY VERY WELL. STUDENTS WILL REALIZE BOTH | 00300028 |
| | QUALITIES WHICH ARE MUCH IN EVIDENCE IN THE RECORDINGS | 00300029 |
| | WILL ENCOURAGE CHILDREN TO WANT TO HEAR MORE OF HIS POETRY | 00300030 |
| | AND HIS POETRY WILL SERVE AS A FINE INTRODUCTION TO THOSE | 00300031 |
| | WHO HAVE HAD LITTLE EXPERIENCE WITH POETRY, | 00300032 |
| *FILE | POETRY MOTIVATING ACTIVITIES READING TECHNIQUES OF | 00300011 |
| | POETRY | 00300012 |

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| *OBJECTIVES | TO BECOME MORE AWARE OF WHAT SOME TEACHERS KNOW AND DO | 00301019 |
| | WITH POETRY IN THEIR CLASSROOMS, TO APPRAISE THESE | 00301020 |
| | PRACTICES IN TERMS OF WHAT CAN AND SHOULD BE DONE IN A | 00301021 |
| | GOOD LITERATURE PROGRAM. | 00301022 |
| *PREREQUISITE | HUCK AND KUHN. CHILDREN'S LITERATURE IN THE ELEMENTARY | 00301023 |
| | SCHOOL SECOND EDITION HOLT RINEHART + WINSTON, 1968 PP, | 00301024 |
| | 386-444. CIANCIOLO PATRICIA J POETRY FOR TODAY'S CHILDREN | 00301025 |
| | 'ELEMENTARY ENGLISH' 41: 484-491, (MAY 1964) | 00301026 |
| *EXPERIENCE | INTERVIEW A TEACHER FROM EACH OF THE BROAD GRADE GROUPINGS | 00301012 |
| | OF THE ELEMENTARY SCHOOL (PRESCHOOL, PRIMARY GRADES, | 00301013 |
| | MIDDLE GRADES), DETERMINE THE FREQUENCY WITH WHICH THEY | 00301014 |
| | READ POETRY TO CHILDREN, IDENTIFY THE SELECTIONS OF | 00301015 |
| | POETRY THAT THEY READ TO CHILDREN, APPRAISE THESE | 00301016 |
| | PRACTICES IN TERMS OF WHAT SHOULD BE INCLUDED IN A QUALITY | 00301017 |
| | LITERATURE PROGRAM. | 00301018 |
| *SETTING | INDEPENDENT, SCHOOL | 00301011 |
| *MATERIALS | BLANK | 00301005 |
| *GENERAL | ALL CANDIDATES | 00301007 |
| *LEVEL | ALL GRADES | 00301008 |
| *HOURS | 2 | 00301006 |
| *EVALUATION | SPECIFIC PRACTICES IN THE SELECTION AND USE OF POETRY WILL | 00301027 |
| | BE IDENTIFIED AND APPRAISED. | 00301028 |
| *FILE | POETRY USES OF LITERATURE EVALUATION LITERATURE | 00301009 |

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| | PRACTICES. | 00301010 |
| *OBJECTIVES | TO RECOGNIZE MORE ADEQUATELY THE VARIOUS TECHNIQUES AND | 00302013 |
| | MEDIA ONE CAN USE TO MOTIVATE CHILDREN TO WANT TO HEAR | 00302014 |
| | QUALITY POETRY, | 00302015 |
| *PREREQUISITE | READ HUCK AND KUHN, CHILDREN*S LITERATURE IN THE | 00302016 |
| | ELEMENTARY SCHOOL SECOND EDITION, HOLT RINEHART * WINSTON | 00302017 |
| | 1968 PP, 434*444, | 00302018 |
| *EXPERIENCE | PLAN A WAY TO INTRODUCE POETRY TO A GROUP OF CHILDREN AND | 00302011 |
| | MOTIVATE THEM TO WANT TO LISTEN TO MORE POETRY, | 00302012 |
| *SETTING | INDEPENDENT, COLLEGE | 00302010 |
| *MATERIALS | BLANK | 00302005 |
| *LEVEL | ALL GRADES | 00302008 |
| *GENERAL | ALL CANDIDATES | 00302007 |
| *HOURS | 1 | 00302006 |
| *EVALUATION | QUALITY POETRY WILL BE SELECTED AND SUCH DEVICES AND | 00302019 |
| | ACTIVITIES AS THE FOLLOWING WILL BE INCLUDED IN THE PLANS* | 00302020 |
| | BULLETIN BOARD DISPLAY, A TABLE EXHIBIT OF ARTIFACTS ON | 00302021 |
| | FIGURINES TO GO WITH PARTICULAR POEMS, A MOBILE, PANTOMINE | 00302022 |
| *FILE | POETRY MOTIVATING ACTIVITIES PRACTICE OF INSTRUCTION | 00302009 |

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| *OBJECTIVES | TO REALIZE THE IMPORTANCE OF A WRITTEN BOOK SELECTION | 00303014 |
| | POLICY STATEMENT IN SCHOOL OR PUBLIC LIBRARIES, | 00303015 |
| *PREREQUISITE | LECTURES: PRINCIPLES OF BOOK SELECTION PROBLEMS OF | 00303016 |
| | CENSORSHIP | 00303017 |
| *EXPERIENCE | WRITE A BOOK SELECTION POLICY STATEMENT FOR USE IN A | 00303012 |
| | SCHOOL LIBRARY, | 00303013 |
| *SETTING | SMALL GROUP (1*12 STUDENTS) | 00303011 |
| *MATERIALS | BLANK | 00303005 |
| *LEVEL | ALL GRADES | 00303008 |
| *GENERAL | ALL CANDIDATES | 00303007 |
| *HOURS | 1 | 00303006 |
| *EVALUATION | THE WRITTEN POLICY STATEMENT WILL INCLUDE EXPLANATION | 00303018 |
| | AND IDENTIFICATION OF THE TYPES OF SELECTION AIDS THAT | 00303019 |
| | ARE USED, REASONS FOR SELECTING THE TYPES OF MATERIALS | 00303020 |
| | INCLUDED IN THE COLLECTION WILL BE PRESENTED, A FORM | 00303021 |
| | WHICH THE CRITIC MUST USE WILL BE DEVISED, A STATEMENT | 00303022 |
| | WHICH SAYS THAT NO BOOKS WILL BE ADDED OR WITHDRAWN FROM | 00303023 |
| | A LIBRARY AT THE REQUEST OF AN INDIVIDUAL OR GROUP IF THE | 00303024 |
| | BOOK WAS CHOSEN OR EXCLUDED BY THE PRINCIPLES OF SOUND | 00303025 |
| | BOOK SELECTION WILL BE INCLUDED, | 00303026 |
| *FILE | PRINCIPLES OF BOOK SELECTION CENSORSHIP ISSUES IN | 00303009 |
| | CHILDREN*S LITERATURE | 00303010 |

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| *OBJECTIVES | TO IDENTIFY MORE ADEQUATELY THE *CLASSICS* FOR CHILDREN, | 00305021 |
| | TO APPRAISE THE PRACTICE OF REWRITING AND REQUIRING THE | 00305022 |
| | LEADING OF CLASSICS IN ONE OR THE OTHER VERSION OF THE | 00305023 |
| | CLASSIC. | 00305024 |
| *PREREQUISITE | BLANK | 00305025 |
| *EXPERIENCE | READ A *CLASSIC* IN CHILDREN*S LITERATURE AS IT APPEARED | 00305012 |
| | IN ITS ORIGINAL VERSION, READ A REWRITTEN VERSION OF THIS | 00305013 |
| | SAME STORY, DETERMINE THE ACTUAL ADVANTAGES FOR CHILDREN | 00305014 |
| | TO READ REWRITTEN VERSIONS OF *CLASSICS*, WHAT ARE THE | 00305015 |
| | DISADVANTAGES, IN EACH CASE DETERMINE, IF YOU POSSIBLY | 00305016 |
| | CAN, WHY THE BOOK HAS BECOME A *CLASSIC* AND IF THE | 00305017 |
| | REWRITING OF THE BOOK WOULD TEND TO ERASE OR AT LEAST | 00305018 |
| | LESSEN THAT QUALITY, WHICH IF ANY VERSION, WOULD YOU | 00305019 |
| | REQUIRE CHILDREN TO READ, WHY | 00305020 |

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| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00305011 |
| *MATERIALS | ANY CLASSIC FOR CHILDREN | 00305005 |
| *LEVEL | ALL GRADES | 00305008 |
| *GENERAL | ALL CANDIDATES | 00305007 |
| *HOURS | 2 | 00305006 |
| *EVALUATION | THE QUALITIES OF THE ORIGINAL VERSION OF EACH CLASSIC ARE | 00305026 |
| | IDENTIFIED, THE REWRITING VERSION OF EACH IS APPRAISED TO | 00305027 |
| | DETERMINE IF THESE QUALITIES ARE RETAINED, A POSITIONAS | 00305028 |
| | TO THE DESIREABILITY (OR UNDESIREABILITY) OF THE PRACTICES | 00305029 |
| | OF REWRITING AND REQUIRING THE READING OF CLASSICS (IN | 00305030 |
| | EITHER VERSION), | 00305031 |
| *FILE | ISSUES IN CHILDREN≠S LITERATURE REWRITTEN VERSIONS OF | 00305009 |
| | CLASSICS REQUIRED READING OF CLASSICS | 00305010 |

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| *OBJECTIVES | TO REALIZE THAT CLASSICS SHOULD NOT BE EXCUSED FROM | 00306017 |
| | EVALUATION BY VIRTUE OF THEIR VINTAGE OR PAST VENERATION, | 00306018 |
| *PREREQJISITE | BLANK | 00306019 |
| *EXPERIENCE | READ AT LEAST ONE ≠CLASSIC≠ IN CHILDREN≠S LITERATURE, | 00306012 |
| | EVALUATE THE BOOK (S) IN TERMS OF CRITERIA USED IN | 00306013 |
| | CONTEMPORARY TIMES FOR THE PARTICULAR GENRE INDICATIVE OF | 00306014 |
| | THAT STORY, WOULD YOU RECOMMEND THIS ≠CLASSIC≠ AS QUALITY | 00306015 |
| | READING FARE FOR TODAY≠S CHILDREN | 00306016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00306011 |
| *MATERIALS | BLANK | 00306005 |
| *LEVEL | ALL GRADES | 00306008 |
| *GENERAL | ALL CANDIDATES | 00306007 |
| *HOURS | 1 | 00306006 |
| *EVALUATION | CLASSICS WILL BE EVALUATED BY THE SAME CRITERIA AS ANY | 00306020 |
| | MODERN DAY BOOK, | 00306021 |
| *FILE | CLASSICS PRINCIPLES OF BOOK SELECTION ISSUES IN | 00306009 |
| | CHILDREN≠S LITERATURE | 00306010 |

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| *OBJECTIVES | TO LEARN TO APPRAISE COMIC BOOKS TO LEARN HOW TO GUIDE | 00307016 |
| | CHILDREN IN THEIR SELECTION OF COMIC BOOKS, | 00307017 |
| *PREREQJISITE | BLANK | 00307018 |
| *EXPERIENCE | ATTEND LECTURE ON THE PLACE OF COMIC BOOKS IN CHILDREN≠S | 00307012 |
| | LITERATURE PROGRAM, NOTE ASPECTS OF COMIC BOOKS THAT | 00307013 |
| | APPEAL TO CHILDREN, THE ADVANTAGES AND DISADVANTAGES IN | 00307014 |
| | THE USE OF COMIC BOOKS, | 00307015 |
| *SETTING | LARGE GROUP, COLLEGE | 00307011 |
| *MATERIALS | BLANK | 00307005 |
| *LEVEL | ALL GRADES | 00307008 |
| *GENERAL | ALL CANDIDATES | 00307007 |
| *HOURS | 1 | 00307006 |
| *EVALUATION | REASONS FOR APPEAL, ASPECTS SUCH AS THE FORMAT, CONTENT, | 00307019 |
| | STYLE, THEME, ADVERTISEMENTS, EFFECTS ON THE READER | 00307020 |
| | SHOULD BE CONSIDERED WHEN DETERMINING ADVANTAGES AND | 00307021 |
| | DISADVANTAGES OF READING COMIC BOOKS BY CHILDREN, | 00307022 |
| *FILE | ISSUES IN CHILDREN≠S LITERATURE COMIC BOOKS GUIDE | 00307009 |
| | READING OF CHILDREN | 00307010 |

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| *OBJECTIVES | TO LEARN TO APPRAISE COMIC BOOKS ACCORDING TO SPECIFIC | 00308015 |
| | AND ESTABLISHED CRITERIA, | 00308016 |
| *PREREQJISITE | LECTURE ON PLACE OF COMIC BOOKS IN THE CHILDREN≠S | 00308017 |
| | LITERATURE PROGRAM, | 00308018 |
| *EXPERIENCE | EXAMINE THE VARIOUS KINDS OF COMIC BOOKS, APPRAISE EACH | 00308011 |
| | ACCORDING TO ESTABLISHED CRITERIA, INDICATE IF AND HOW | 00308012 |
| | YOU WOULD GUIDE CHILDREN≠S READING OF EACH TYPE OF COMIC | 00308013 |

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| | BOOK, | 00308014 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00308010 |
| *MATERIALS | NUMEROUS AND VARIED KINDS OF COMIC BOOKS, | 00308005 |
| *LEVEL | ALL GRADES | 00308008 |
| *GENERAL | ALL CANDIDATES | 00308007 |
| *HOURS | 1 | 00308006 |
| *EVALUATION | CRITERIA FOR EVALUATING COMIC BOOKS WILL BE CONSIDERED | 00308019 |
| | WHEN EXAMINING THE VARIOUS TYPES OF COMIC BOOKS AND | 00308020 |
| | PROCEDURES FOR GUIDING CHILDREN*S READING OF EACH TYPE | 00308021 |
| | WILL BE INCLUDED, TYPES OF COMIC BOOKS EXAMINES WOULD | 00308022 |
| | INCLUDE: FAMILY SITUATIONS, SPORTS, BIOGRAPHY, ANIMALS, | 00308023 |
| | CLASSICS, WILD WEST, DETECTIVE, JUNGLE, LOVE, TEENAGE, | 00308024 |
| | HUMOR, HORROR, INFORMATIONAL AND HOW TO DO IT BOOKS, | 00308025 |
| | ADVERTISEMENTS, TV SHOW TAKE OFFS, OFF BEAT, MOVIE STARS, | 00308026 |
| | ETC, | 00308027 |
| *FILE | ISSUES IN CHILDREN*S LITERATURE COMIC BOOKS EVALUATION | 00308009 |

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| *OBJECTIVES | TO RECOGNIZE FOR FULLY AND APPRAISE THE GROWING TREND TO | 00309017 |
| | ISSUE PAPERBACKS FOR CHILDREN, TO LEARN HOW TO GUIDE | 00309018 |
| | CHILDREN IN THEIR SELECTION OF PAPERBACKS, | 00309019 |
| *PREEROUISITE | BLANK | 00309020 |
| *EXPERIENCE | ATTEND LECTURE ON THE PLACE OF PAPERBACK BOOKS IN THE | 00309012 |
| | CHILDREN*S LITERATURE PROGRAM (SCHOOL LIBRARY, CLASSROOM | 00309013 |
| | LIBRARY, PERSONAL LIBRARY), NOTE ASPECTS OF PAPERBACKS | 00309014 |
| | THAT APPEAL TO CHILDREN, THE ADVANTAGES AND DISADVANTAGES | 00309015 |
| | IN THEIR USE WITH CHILDREN, | 00309016 |
| *SETTING | LARGE GROUP, COLLEGE | 00309011 |
| *MATERIALS | BLANK | 00309005 |
| *LEVEL | ALL GRADES | 00309008 |
| *GENERAL | ALL CANDIDATES | 00309007 |
| *HOURS | 1 | 00309006 |
| *EVALUATION | REASONS FOR APPEAL, ASPECTS SUCH AS FORMAT, VERSION, | 00309021 |
| | CONTENT, STYLE, THEME SHOULD BE CONSIDERED WHEN | 00309022 |
| | DETERMINING ADVANTAGES AND DISADVANTAGES OF USING | 00309023 |
| | PAPERBACK BOOKS, | 00309024 |
| *FILE | ISSUES IN CHILDREN*S LITERATURE PAPERBACK BOOKS | 00309009 |
| | REWRITTEN VERSIONS OF BOOKS | 00309010 |

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| *OBJECTIVES | TO RECOGNIZE MORE FULLY HOW TO APPRAISE BOOKS (HARDBOUND | 00310016 |
| | AND PAPERBOUND) BOOKS FOR USE IN SCHOOL LIBRARY, | 00310017 |
| | CLASSROOM LIBRARY AND PERSONAL LIBRARY, TO RECOGNIZE | 00310018 |
| | MORE FULLY THE VARIOUS USES FOR PAPERBACK BOOKS IN THE | 00310019 |
| | LITERATURE PROGRAM, | 00310020 |
| *PREREQUISITE | LECTURE ON THE PLACE OF PAPERBACKS IN THE CHILDREN*S | 00310021 |
| | LITERATURE PROGRAM, | 00310022 |
| *EXPERIENCE | EXAMINE THE HARDBOUND EDITION AND PAPERBACK EDITION OF | 00310012 |
| | THE SAME STORY, APPRAISE EACH ACCORDING TO ESTABLISHED | 00310013 |
| | PRINCIPLES OF BOOK SELECTION, INDICATE IF AND HOW YOU | 00310014 |
| | WOULD GUIDE CHILDREN*S SELECTION OF EACH EDITION, | 00310015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00310011 |
| *MATERIALS | HARDBOUND AND PAPERBACK EDITIONS OF LIKE STORIES, | 00310005 |
| *LEVEL | ALL GRADES | 00310008 |
| *GENERAL | ALL CANDIDATES | 00310007 |
| *HOURS | 1 | 00310006 |
| *EVALUATION | CRITERIA FOR EVALUATING BOOKS WILL BE CONSIDERED BUT | 00310023 |
| | SPECIAL CONSIDERATION WILL BE GIVEN TO FORMAT, CONTENT, | 00310024 |
| | STYLE, THEME, VERSION (ABRIDGED, UNABRIDGED, REWRITTEN, | 00310025 |
| | ETC), PROCEDURES FOR USING THE PAPERBACKS WILL STRESS | 00310026 |
| | THE IMPORTANCE OF ALERTING THE YOUNG READER TO THE | 00310027 |

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| | NECESSITY OF EXAMINING PAPERBACKS FOR THE AUTHENTICITY OF | 00310028 |
| | THE VERSION OF STORY AS WELL AS THE QUALITY OF LITERATURE | 00310029 |
| | IT REPRESENTS, WILL STRESS ALSO THE VALUE OF BUILDING A | 00310030 |
| | PERSONAL LIBRARY OF BEAUTIFULLY BOUND BOOKS, | 00310031 |
| *FILE | ISSUES IN CHILDRENS LITERATURE PAPERBACKS PRINCIPLES | 00310009 |
| | OF BOOK SELECTION | 00310010 |

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| *OBJECTIVES | TO IDENTIFY THE SPECIFIC AND VARIED ACTIVITIES + MEDIA THE | 00311018 |
| | TEACHER CAN USE TO MOTIVATE CHILDREN TO READ, TO | 00311019 |
| | RECOGNIZE AND APPLY ESTABLISHED GUIDELINES WHEN SELECTING | 00311020 |
| | MOTIVATIONAL ACTIVITIES FOR USE IN THE SCHOOLS, | 00311021 |
| *PREREQJISITE | BLANK | 00311022 |
| *EXPERIENCE | ATTEND LECTURE ON MOTIVATIONAL ACTIVITIES TO STIMULATE AND | 00311012 |
| | ENCOURAGE WIDE READING AND TO BROADEN READING INTERESTS, | 00311013 |
| | NOTE THE VARIOUS EFFECTIVE ACTIVITIES AND MEDIA | 00311014 |
| | SUGGESTED FOR USE BY THE TEACHER OR LIBRARIAN TO MOTIVATE | 00311015 |
| | CHILDREN TO READ, NOTE GUIDELINES SUGGESTED FOR SELECTING | 00311016 |
| | MOTIVATIONAL ACTIVITIES, | 00311017 |
| *SETTING | LARGE GROUP, COLLEGE | 00311011 |
| *MATERIALS | BLANK | 00311005 |
| *LEVEL | ALL GRADES | 00311008 |
| *GENERAL | ALL CANDIDATES | 00311007 |
| *HOURS | 2 | 00311006 |
| *EVALUATION | GUIDELINES FOR SELECTING MOTIVATIONAL ACTIVITIES INCLUDE | 00311023 |
| | WIDE VARIETY OF MEDIA AND EXPERIENCES TO MOTIVATE | 00311024 |
| | CHILDREN TO READ, ACTIVITIES SHOULD MOTIVATE CHILDREN TO | 00311025 |
| | READ QUALITY LITERATURE-OLD AND NEW BOOKS ACTIVITIES | 00311026 |
| | SHOULD ENCOURAGE TO READ ABOUT TOPICS AND TYPES OF | 00311027 |
| | LITERATURE NOT READ BEFORE TYPES OF MOTIVATIONAL | 00311028 |
| | ACTIVITIES ONE MIGHT USE INCLUDE; TV AND RADIO | 00311029 |
| | PRODUCTIONS, BOOK TALKS, READ ALOUD AND STORYTELLING, BOOK | 00311030 |
| | CLUBS, INTERVIEW OR SPEECH BY AUTHOR AND ILLUSTRATOR | 00311031 |
| | PRESENT ANECDOTES ABOUT AUTHOR OR ILLUSTRATOR, EXHIBIT | 00311032 |
| | PICTURE, ARTIFACTS OR FIGURINES RELATED TO THE STORY, ETC. | 00311033 |
| *FILE | MOTIVATING ACTIVITIES METHODS FOR SELECTING MOTIVATING | 00311009 |
| | ACTIVITIES, SOURCES OF MOTIVATING ACTIVITIES | 00311010 |

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| *OBJECTIVES | TO IDENTIFY THE SPECIFIC AND VARIED INTERPRETIVE | 00312018 |
| | ACTIVITIES + MEDIA FOR USE IN INTERPRETIVE ACTIVITIES, TO | 00312019 |
| | RECOGNIZE SPECIFIC GUIDELINES FOR SELECTING INTERPRETIVE | 00312020 |
| | ACTIVITIES FOR THE IN THE LITERATURE PROGRAM, | 00312021 |
| *PREREQJISITE | BLANK | 00312022 |
| *EXPERIENCE | ATTEND LECTURE ON INTERPRETIVE ACTIVITIES FOR THE | 00312012 |
| | CHILDRENS LITERATURE PROGRAM, NOTE THE VARIOUS | 00312013 |
| | EFFECTIVE ACTIVITIES AND MEDIA SUGGESTED FOR USE BY | 00312014 |
| | CHILDREN IN INTERPRETIVE ACTIVITIES, NOTE GUIDELINES | 00312015 |
| | SUGGESTED FOR SELECTING INTERPRETIVE ACTIVITIES FOR USE | 00312016 |
| | BY CHILDREN IN THE ELEMENTARY SCHOOL LITERATURE PROGRAM, | 00312017 |
| *SETTING | LARGE GROUP, COLLEGE | 00312011 |
| *MATERIALS | BLANK | 00312005 |
| *LEVEL | ALL GRADES | 00312008 |
| *GENERAL | ALL CANDIDATES | 00312007 |
| *HOURS | 1 1/2 | 00312006 |
| *EVALUATION | GUIDELINES FOR USE IN SELECTING INTERPRETIVE ACTIVITIES | 00312023 |
| | INCLUDE HELP STUDENTS TO REALIZE THE EXISTENCE AND VALUE | 00312024 |
| | OF UNIQUENESSES IN READERS ABILITIES INTERESTS, AND | 00312025 |
| | TALENTS, ENCOURAGE AND PROVIDE FOR SE | 00312026 |
| | TALENTS, ENCOURAGE AND PROVIDE FOR SELF SELECTION OF | 00312027 |
| | QUALITY + CHALLENGING READING MATERIALS, ACCOMPLISH | 00312028 |

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| | WORTHWHILE PURPOSE, ORIENT CHILDREN TO THE LIBRARY, FOSTER CREATIVE EFFORT, PROMOTE FURTHER INTEREST IN READING, PROMOTE CRITICAL READING SKILLS, SHOULD NOT DEMAND EXTENSIVE AMOUNTS OF TIME, SPACE OR MATERIALS, BE INTEGRATED WITH VARIOUS ASPECTS OF THE EDUCATIONAL PROGRAM, TYPES OF INTERPRETIVE ACTIVITIES RECOMMENDED INCLUDE CREATIVE DRAMATICS CREATIVE WRITING BOOK REPORTS BOOK REVIEWS DIFFERENT ENDINGS NEW INCIDENTS GRAPHIC ART INTERPRETATIONS ILLUSTRAT WITH CRAYON, PAINTS, INK, WOODCUTS, SCRATCHBOARD FAVORITE CHARACTERS, MAJOR EVENTS OF THE STORY, FUNNIES OR MOST EXCITING INCIDENTS, CONSTRUCT OR GATHER READY MADE FIGURINES FOR SHADOWBOX DISPLAYS OR DIORAMAS, CONSTRUCT MOBILS, TIME LINES, LITERARY MAPS, FELT STORY FIGURE, MURALS, STORY HATS, CREATE BOOK AWARDS, DECORATE BOOK JACKETS | 00312029<br>00312030<br>00312031<br>00312032<br>00312033<br>00312034<br>00312035<br>00312036<br>00312037<br>00312038<br>00312039<br>00312040<br>00312041<br>00312042<br>00312043 |
| *FILE | INTERPRETIVE ACTIVITIES MOTIVATIONAL ACTIVITIES USES OF LITERATURE | 00312009<br>00312010 |

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| *OBJECTIVES | TO BECOME MORE FULLY AWARE OF SPECIFIC INTERPRETIVE ACTIVITIES OF CHILDREN≠S READING THAT MAY BE OFFERED CHILDREN, TO APPRAISE EACH INTERPRETIVE ACTIVITY IN TERMS OF ESTABLISHED CRITERIA, | 00313020<br>00313021<br>00313022<br>00313023 |
| *PREREQUISITE | LECTURE: INTERPRETIVE ACTIVITIES IN THE CHILDREN≠S LITERATURE PROGRAM, | 00313024<br>00313025 |
| *EXPERIENCE | VIEW SLIDES DEPICTING INTERPRETIVE ACTIVITIES OF CHILDREN≠S LITERATURE GATHERED FROM VARIOUS SCHOOL LIBRARY AND ELEMENTARY SCHOOL CLASSROOM SITUATION, NOTE VARIETY OF ACTIVITIES AND TYPE OF MEDIA USED IN INTERPRETIVE ACTIVITIES, EVALUATE THE EDUCATIONAL VALUE OF EACH OF THE ACTIVITIES IN TERMS OF ESTABLISHED CRITERIA, | 00313014<br>00313015<br>00313016<br>00313017<br>00313018<br>00313019 |
| *SETTING | INDEPENDENT, COLLEGE | 00313013 |
| *MATERIALS | SET OF SLIDES DEPICTING INTERPRETIVE ACTIVITIES OF CHILDREN≠S LITERATURE PHOTOGRAPHED DURING VISITS TO SCHOOL LIBRARIES AND ELEMENTARY SCHOOL CLASSROOMS, | 00313005<br>00313006<br>00313007 |
| *LEVEL | ALL GRADES | 00313010 |
| *GENERAL | ALL CANDIDATES | 00313009 |
| *HOURS | 1/2 | 00313008 |
| *EVALUATION | SLIDES OF INTERPRETIVE ACTIVITIES WILL BE APPRAISED IN TERMS OF CRITERIA FOR SUCH ACTIVITIES-IDENTIFIED IN MODULE<br>VARIETY OF INTERPRETATIONS WILL BE NOTED<br>77, VARIETY OF INTERPRETIVE WILL BE NOTED, | 00313026<br>00313027<br>00313027<br>00313028 |
| *FILE | INTERPRETIVE ACTIVITIES MOTIVATIONAL ACTIVITIES EVALUATION OF INTERPRETATIVE ACTIVITIES | 00313011<br>00313012 |

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| *OBJECTIVES | TO REALIZE MORE FULLY HOW CHILDREN≠S LITERATURE CAN BE USED IN THE TOTAL SCHOOL PROGRAM, | 00314017<br>00314018 |
| *PREREQUISITE | BLANK | 00314019 |
| *EXPERIENCE | EXAMINE SCIENCE OR SOCIAL STUDIES CURRICULUM BULLETINS, NOTE CONTENT AND OBJECTIVES OF THIS SUBJECT AT DIFFERENT GRADE LEVELS, PREPARE AN ANNOTATED BIBLIOGRAPHY OF APPROPRIATE TRADE BOOKS-FICTION AND NON FICTION LITERARY SELECTIONS, | 00314012<br>00314013<br>00314014<br>00314015<br>00314016 |
| *SETTING | INDEPENDENT, COLLEGE | 00314011 |
| *MATERIALS | BLANK | 00314005 |
| *LEVEL | ALL GRADES | 00314008 |
| *GENERAL | ALL CANDIDATES | 00314007 |
| *HOURS | 1 | 00314006 |
| *EVALUATION | QUALITY LITERATURE WILL BE SELECTED TO HELP CHILDREN LEARN SPECIFIC CONTENT AND TO REALIZE OTHER SPECIFIC OBJECTIVES | 00314020<br>00314021 |

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| | OF AN EDUCATIONAL PROGRAM INCLUDED IN THE CURRICULAR | 00314022 |
| | GUIDES THAT WERE EXAMINED, | 00314023 |
| *FILE | MOTIVATING ACTIVITIES USES OF LITERATURE SCIENCE OR SOC, | 00314009 |
| | SC, CURRICULUM RELATION LITERATURE | 00314010 |

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| *OBJECTIVES | TO LEARN HOW TO APPRAISE RADIO PROGRAMS (TV PROGRAMS) AS A | 00315019 |
| | TECHNIQUE TO MOTIVATE FURTHER READING OR TO STIMULATE | 00315020 |
| | CRITICAL THINKING ABOUT THAT WHICH HAS BEEN READ, | 00315021 |
| *PREREQJISITE | LECTURES: MOTIVATING ACTIVITIES INTERPRETIVE ACTIVITIES, | 00315022 |
| *EXPERIENCE | LISTEN TO AT LEAST ONE OF THE TAPE RECORDINGS OF THE | 00315014 |
| | CHILDREN≠S RADIO PROGRAM-CARAVAN OF BOOKS (WBBM), | 00315015 |
| | EVALUATE ITS EFFECTIVENESS IN STIMULATING FURTHER READING | 00315016 |
| | OR CAUSING CHILDREN TO APPRAISE THE WORKS OF THAT AUTHOR | 00315017 |
| | THEY HAVE ALREADY READ, | 00315018 |
| *SETTING | INDEPENDENT, COLLEGE | 00315013 |
| *MATERIALS | TAPE RECORDINGS OF CARAVAN OF BOOKS RADIO PROGRAMS HOUSED | 00315005 |
| | INSTRUCTIONAL RESOURCES CENTER, MICHIGAN STATE UNIVERSITY, | 00315006 |
| | ERICKSON HALL, | 00315007 |
| *LEVEL | ALL GRADES | 00315010 |
| *GENERAL | ALL CANDIDATES | 00315009 |
| *HOURS | 1/2 | 00315008 |
| *EVALUATION | PROGRAM (TAPE RECORDING OF) WILL BE APPRAISED ACCORDING TO | 00315023 |
| | GUIDELINES PRESENTED IN LECTURES ON MOTIVATING AND | 00315024 |
| | INTERPRETIVE ACTIVITIES, | 00315025 |
| *FILE | MOTIVATIONAL ACTIVITIES NONPRINT MATERIALS INTERPRETIVE | 00315011 |
| | ACTIVITIES | 00315012 |

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| *OBJECTIVES | TO BECOME MORE AWARE OF THE VARIETY OF INTERPRETIVE AND | 00316020 |
| | MOTIVATIONAL ACTIVITIES THAT MAY BE USED IN AN ELEMENTARY | 00316021 |
| | SCHOOL SITUATION, TO LEARN HOW TO CAREFULLY APPRAISE | 00316022 |
| | EXISTING EDUCATIONAL PRACTICES, | 00316023 |
| *PREREQJISITE | LECTURE: MOTIVATIONAL ACTIVITIES INTERPRETIVE ACTIVITIES | 00316024 |
| *EXPERIENCE | SPEND ONE DAY IN A LEARNING CENTER OR CLASSROOM OF AN | 00316013 |
| | ELEMENTARY SCHOOL, OBSERVE THE WAYS INDIVIDUAL CHILDREN | 00316014 |
| | SELECT BOOKS AND MATERIALS, OBSERVE HOW TEACHERS AND | 00316015 |
| | LIBRARIANS GUIDE CHILDREN≠S SELECTIONS OF BOOKS AND | 00316016 |
| | MATERIALS, IDENTIFY THE VARIETY AND QUALITY OF | 00316017 |
| | INTERPRETIVE AND MOTIVATIONAL ACTIVITIES USED DURING THE | 00316018 |
| | COURSE OF ONE DAY, | 00316019 |
| *SETTING | INDEPENDENT, SCHOOL | 00316012 |
| *MATERIALS | LEARNING CENTER OR CLASSROOM WHERE TRADE BOOKS ARE | 00316005 |
| | ACCESSIBLE AND USED IN THE SCHOOL PROGRAM, | 00316006 |
| *LEVEL | ALL GRADES | 00316009 |
| *GENERAL | ALL CANDIDATES | 00316008 |
| *HOURS | 3 | 00316007 |
| *EVALUATION | EXISTING PRACTICES WILL BE IDENTIFIED AND WILL BE | 00316025 |
| | APPRAISED ACCORDING TO ESTABLISHED GUIDELINES, | 00316026 |
| *FILE | USES OF LITERATURE MOTIVATIONAL ACTIVITIES INTERPRETIVE | 00316010 |
| | ACTIVITIES | 00316011 |

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| *OBJECTIVES | TO DEVELOP MATERIALS THAT CAN BE USED TO MOTIVATE CHILDREN | 00415014 |
| | TO READ MORE AND TO BROADEN READING INTERESTS OF CHILDREN, | 00415015 |
| *PREREQJISITE | BLANK | 00415016 |
| *EXPERIENCE | START A FILE OF ANECDOTES AND INFORMATION ABOUT | 00415011 |
| | SIGNIFICANT AUTHORS AND ILLUSTRATORS THAT CAN BE USED WITH | 00415012 |
| | ELEMENTARY SCHOOL CHILDREN, | 00415013 |
| *SETTING | INDEPENDENT, COLLEGE | 00415010 |
| *MATERIALS | BLANK | 00415005 |

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| *LEVEL | ALL GRADES | 00415008 |
| *GENERAL | ALL CANDIDATES | 00415007 |
| *HOURS | 2 | 00415006 |
| *EVALUATION | A FILE-SUBSTANTIAL INSIZE-AND CONTAINING INFORMATION AND ANECDOTES ABOUT SIGNIFICANT AUTHORS AND ILLUSTRATORS WILL BE CONSTRUCTED, ENTRIES WILL BE ADDED EVEN AFTER THE COMPLETION OF COURSE IN LITERATURE FOR CHILDREN AS INFORMATION BECOMES AVAILABLE AND AS THE TEACHER CANDIDATE IS INTRODUCED TO NEW AUTHORS AND ILLUSTRATORS. | 00415017<br>00415018<br>00415019<br>00415020<br>00415021<br>00415022 |
| *FILE | MOTIVATING ACTIVITIES ANECDOTES CLASSIFYING AUTHORS | 00415009 |

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| *OBJECTIVES | TO UNDERSTAND MORE ADEQUATELY LEGENDS AS A TYPE OF LITERATURE FOR CHILDREN, TO LEARN HOW TO DISTINGUISH FACT FROM FICTION AND TO TEACHING CHILDREN TO DO LIKEWISE, | 00416018<br>00416019<br>00416020 |
| *PREREQUISITE | BLANK | 00416021 |
| *EXPERIENCE | IDENTIFY A LEGENDARY FIGURE (JOHN HENRY, JOHNNY APPLESEED OR JONATHAN CHAPMAN, PAUL BUNYAN, OR TIKTALIKTAK), READ AVILABLE LITERATURE ABOUT THIS PERSONALITY AND DIFFERENTIATE BETWEEN THE FACT AND FICTION IPPERENT IN THE LEGENDARY LITERATURE ABOUT HIM, | 00416013<br>00416014<br>00416015<br>00416016<br>00416017 |
| *SETTING | INDEPENDENT, COLLEGE | 00416012 |
| *MATERIALS | FACTUAL + FICTIONAL LITERATURE ABOUT NUMEROUS LEGENDARY PERSONALITIES-JOHN HENRY, PAUL BUNYAN, TIKTALIKTAK, JONATHAN CHAPMAN AND OTHERS | 00416005<br>00416006<br>00416007 |
| *LEVEL | GRADES 5-8 | 00416010 |
| *GENERAL | ALL CANDIDATES | 00416009 |
| *HOURS | 3 | 00416008 |
| *EVALUATION | DISTINCTION WILL BE MADE BETWEEN FACTUAL AND FICTIONAL STATEMENTS ABOUT LEGENDARY PERSONALITIES BY CAREFUL READING OF ALL AVAILABLE LITERATURE ABOUT THEM, | 00416022<br>00416023<br>00416024 |
| *FILE | FANTASY LEGENDS CRITICAL READING | 00416011 |

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| *OBJECTIVES | TO RECOGNIZE THE CHARACTERISTICS OF SCIENCE FICTION MORE ADEQUATELY, | 00417015<br>00417016 |
| *PREREQUISITE | BLANK | 00417017 |
| *EXPERIENCE | READ SOME SCIENCE FICTION BOOKS FOR CHILDREN PUBLISHED ABOUT 15-20 YEARS AGO. HOW MANY OF THE SCIENTIFIC *INVENTIONS THAT THE AUTHOR(S) ASSUMED AS FACT HAVE BECOME* REALITIES TODAY | 00417011<br>00417012<br>00417013<br>00417014 |
| *SETTING | INDEPENDENT, COLLEGE | 00417010 |
| *MATERIALS | SCIENCE FICTION FOR CHILDREN PUBLISHED BEFORE 1968, | 00417005 |
| *LEVEL | GRADES 5-8 | 00417008 |
| *GENERAL | ALL CANDIDATES | 00417007 |
| *HOURS | 1 | 00417006 |
| *EVALUATION | THE FACTUAL + FICTIONAL ASPECT OF SCIENCE FICTION WILL BE RECOGNIZED, | 00417018<br>00417019 |
| *FILE | SCIENCE FICTION FANTASY CRITICAL READING | 00417009 |

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| *OBJECTIVES | TO RECOGNIZE MORE ADEQUATELY THE CHARACTERISTICS OF GOOD FANTASY, | 00418018<br>00418019 |
| *PREREQUISITE | BLANK | 00418020 |
| *EXPERIENCE | READ THE ARTICLE #THE FLAT-HEELED MUSE# BY LLOYD ALEXANDER, IDENTIFY WHAT HE HAS STATED TO BE THE QUALITIES OF GOOD FANTASY, READ HIS FANTASIES OR ANY AUTHOR#S FANTASIES FOR CHILDREN AND APPRAISE THEM IN TERMS OF WHAT ALEXANDER HIMSELF STATES TO BE QUALITIES OF GOOD FICTION. | 00418012<br>00418013<br>00418014<br>00418015<br>00418016<br>00418017 |
| *SETTING | INDEPENDENT, COLLEGE | 00418011 |

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*MATERIALS      ARTICLE ≠THE FLAT-HEELED MUSE≠ BY LLOYD ALEXANDER (HORN      00418005
                BOOK 41:141-146 (APRIL, 1965).                               00418006
*LEVEL          GRADES 5-8                                                   00418009
*GENERAL        ALL CANDIDATES                                               00418008
*HOURS          2                                                            00418007
*EVALUATION     THE QUALITIES OF FANTASY WILL BE IDENTIFIED, SPECIFIC        00418021
                BOOKS OF THIS TYPE OF LITERATURE ARE APPRAISED ACCORDING      00418022
                TO THESE GUIDELINES.                                         00418023
*FILE           FANTASY  ALESANDER                                           00418010
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*OBJECTIVES     TO RECOGNIZE SITUATIONS THAT CHILDREN FIND HUMOROUS AND TO00419015
                BE ABLE TO PROVIDE QUALITY LITERATURE THAT APPEALS TO        00419016
                THEIR SENSE OF HUMOR.                                        00419017
*PREREQJISITE   BLANK                                                        00419018
*EXPERIENCE     ATTEND LECTURE ≠CHILDREN≠S SENSE OF HUMOR≠  NOTE TYPES OF    00419011
                SITUATIONS THAT CHILDREN FIND HUMOROUS,  NOTE PARTICULAR     00419012
                TITLES THAT EXEMPLIFY STONES WHICH APPEAL TO CHILDREN≠S      00419013
                SENSE OF HUMOR.                                              00419014
*SETTING        LARGE GROUP,  COLLEGE                                        00419010
*MATERIALS      BLANK                                                        00419005
*LEVEL          ALL GRADES                                                   00419008
*GENERAL        ALL CANDIDATES                                               00419007
*HOURS          1                                                            00419006
*EVALUATION     SITUATIONS THAT CAUSE CHILDREN TO LAUGH OR FIND              00419019
                HUMOROUS INCLUDE-A EXAGGERATION B INCONGRUITY C SURPRISE     00419020
                D SLAPSTICK E THE ABSURD (NONSENSE + WHIMSY) F RIDICULE OR00419021
                SATIRE G DEFIANCE H VERBAL HUMOR                             00419022
*FILE           HUMOR  SITUATION  LITERATURE                                 00419009
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*OBJECTIVES     TO RECOGNIZE MORE FULLY THE VARIOUS TYPE OF SITUATIONS       00420014
                THAT PROVOKE THE READER TO SMILE, CHUCKLE OR LAUGH,          00420015
*PREREQJISITE   BLANK                                                        00420016
*EXPERIENCE     READ HUMOROUS STORIES TO A GROUP OF CHILDREN,  NOTE THE      00420011
                SITUATIONS IN EACH STORY THAT CAUSES THE CHILDREN TO SMILE00420012
                CHUCKLE, OR LAUGH.                                           00420013
*SETTING        INDEPENDENT,  COLLEGE                                        00420010
*MATERIALS      HUMOROUS STORIES FOR CHILDREN                                00420005
*LEVEL          ALL GRADES                                                   00420008
*GENERAL        ALL CANDIDATES                                               00420007
*HOURS          1                                                            00420006
*EVALUATION     SITUATIONS THAT CHILDREN CONSIDER HUMOROUS INCLUDE-          00420017
                A EXAGGERATION B INCONGRUITY C SURPRISE D SLAPSTICK E THE     00420018
                ABSURD (NONSENSE + WHIMSY) F RIDICULE OR SATIRE G DEFIANCE00420019
                H VERBAL HUMOR                                               00420020
*FILE           HUMOR  READ ALOUD  SITUATIONS OF HUMOR                       00420009
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*OBJECTIVES     TO APPRAISE INDIVIDUAL BIOGRAPHIES IN TERMS OF SPECIFIC      00421014
                CRITERIA,  TO REALIZE MORE FULLY HOW BIOGRAPHIES ABOUT THE00421015
                SAME PERSON MAY DIFFER IN CONTENT, THEME AND STYLE,          00421016
*PREREQJISITE   LECTURE, CHARACTERISTICS OF BIOGRAPHY FOR CHILDREN,          00421017
*EXPERIENCE     COMPARE AT LEAST THREE BIOGRAPHIES OF THE SAME PERSON AND    00421011
                USE THE ESTABLISHED CRITERIA FOR EVALUATING THAT TYPE OF     00421012
                LITERATURE,                                                  00421013
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                        00421010
*MATERIALS      BIOGRAPHIES FOR CHILDREN                                     00421005
*LEVEL          GRADES 5-8                                                   00421008
*GENERAL        ALL CANDIDATES                                               00421007
*HOURS          1                                                            00421006
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| *EVALUATION | STRENGTH + WEAKNESSES + ESSENTIAL DIFFERENCES EVIDENT IN | 00421018 |
| | EACH BIOGRAPHY ABOUT THE SAME PERSON, SPECIFIC | 00421019 |
| | ESTABLISHED CRITERIA FOR EVALUATING BIOGRAPHIES WILL BE | 00421020 |
| | CONSIDERED, | 00421021 |
| *FILE | BIOGRAPHY CRITICAL READING SYNTHESIS IN READING | 00421009 |

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| *OBJECTIVES | TO BECOME MORE FULLY AWARE OF SPECIFIC TITLES IN | 00422019 |
| | BIOGRAPHY AND HISTORICAL FICTION, TO LEARN HOW TO SELECT | 00422020 |
| | BOOKS FOR SPECIFIC PURPOSES, | 00422021 |
| *PREREQUISITE | LECTURES: CHARACTERISTICS OF BIOGRAPHY FOR CHILDREN, | 00422022 |
| | CHARACTERISTICS OF HISTORICAL FICTION FOR CHILDREN, | 00422023 |
| *EXPERIENCE | CHOOSE A PARTICULAR AND SIGNIFICANT PERIOD OR EVENT IN | 00422013 |
| | AMERICAN HISTORY, PREPARE AN ANNOTATED BIBLIOGRAPHY | 00422014 |
| | LISTING QUALITY JUVENILE BIOGRAPHIES AND HISTORICAL | 00422015 |
| | FICTION NOVELS THAT WOULD CONTRIBUTE INSIGHT AND STIMULATE | 00422016 |
| | FURTHER INTEREST IN THE PEOPLE OR CIRCUMSTANCES CONNECTED | 00422017 |
| | WITH THAT PERIOD OR EVENT, | 00422018 |
| *SETTING | INDEPENDENT, COLLEGE | 00422012 |
| *MATERIALS | JUVENILE BIOGRAPHIES AND HISTORICAL FICTION NOVELS ABOUT | 00422005 |
| | PEOPLE CONNECTED WITH A PERIOD OF TIME OR EVENT IN | 00422006 |
| | AMERICAN HISTORY, | 00422007 |
| *LEVEL | GRADES 5-8 | 00422010 |
| *GENERAL | ALL CANDIDATES | 00422009 |
| *HOURS | 2 | 00422008 |
| *EVALUATION | APPROPRIATE SELECTIONS OF BIOGRAPHIES ADP | 00422024 |
| *EVALUATION | APPROPRIATE SELECTIONS OF BIOGRAPHIES AND HISTORICAL | 00422025 |
| | FICTION THAT WILL CONTRIBUTE TO GREATER UNDERSTANDING | 00422026 |
| | ABOUT PERSONS OR CIRCUMSTANCES IMPORTANT IN A PARTICULAR | 00422027 |
| | PERIOD OR EVENT IN AMERICAN HISTORY, | 00422028 |
| *FILE | BIOGRAPHY USES OF LITERATURE HISTORICAL FICTION | 00422011 |

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| *OBJECTIVES | TO REALIZE MORE FULLY THE CHARACTERISTICS AND ROLE OF | 00423021 |
| | COLLECTIVE BIOGRAPHIES, | 00423022 |
| *PREREQUISITE | BLANK | 00423023 |
| *EXPERIENCE | READ AT LEAST ONE COLLECTIVE BIOGRAPHY (LIVES OF A | 00423013 |
| | NUMBER OF PERSONS SELECTED OR GROUPED IN ENCYCLOPEDIC | 00423014 |
| | FORM,) ALSO CALLED: PSYCHOGRAPHS, THUMBNAIL SKETCHES, | 00423015 |
| | LITERARY PORTRAIT, PROFILE, AND BIOGRAPHICAL ESSAY, | 00423016 |
| | COMPARE AND CONTRAST THE QUALITIES OF THESE BIOGRAPHICAL | 00423017 |
| | SKETCHES WITH THOSE OF FULL-LENGTH BIOGRAPHY (IF POSSIBLE | 00423018 |
| | THE FULL LENGTH BIOGRAPHIES SHOULD BE ABOUT THE SAME | 00423019 |
| | PEOPLE DEPICTED IN THE COLLECTIVE BIOGRAPHIES,) | 00423020 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00423012 |
| *MATERIALS | COLLECTIVE BIOGRAPHIES AND FULL LENGTH BIOGRAPHIES | 00423005 |
| | PREFERABLY ABOUT THE SAME PEOPLE, | 00423006 |
| *LEVEL | GRADES 5-8 | 00423009 |
| *GENERAL | ALL CANDIDATES | 00423008 |
| *HOURS | 2 | 00423007 |
| *EVALUATION | CHARACTERISTICS OF COLLECTIVE BIOGRAPHIES INCLUDE: MORE | 00423024 |
| | CONDENSED THAN A FULL LENGTH BIOGRAPHY, MORE A RECORD OF | 00423025 |
| | DATES AND LESS FACTS THAN A FULL LENGTH BIOGRAPHY, LESS | 00423026 |
| | CAPABLE, DUE TO BREVITY, OF REPRODUCING PERSONALITY AND | 00423027 |
| | CHARACTER OF THE SUBJECT, LENDS ITSELF TO REFLECTION OR | 00423028 |
| | INTERPRETATION OF PERSONALITY, | 00423029 |
| *FILE | COLLECTIVE BIOGRAPHY PSYCHOGRAPHS CONTRAST READING | 00423010 |

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| *OBJECTIVES | TO BECOME MORE FULLY AWARE OF THE CHARACTERISTICS OF | 00424015 |
| | HISTORICAL FICTION, | 00424016 |
| *PREREQJISITE | BLANK | 00424017 |
| *EXPERIENCE | ATTEND LECTURE; CHARACTERISTICS OF HISTORICAL FICTION, | 00424011 |
| | NOTE EXPLICIT DEFINITION OF HISTORICAL FICTION, NOTE | 00424012 |
| | QUALITIES OF A GOOD HISTORICAL FICTION NOVEL AS WELL AS | 00424013 |
| | SOME OF THE MOST COMMON FAULTS OF HISTORICAL FICTION, | 00424014 |
| *SETTING | LARGE GROUP, COLLEGE | 00424010 |
| *MATERIALS | BLANK | 00424005 |
| *LEVEL | GRADES 3-8 | 00424008 |
| *GENERAL | ALL CANDIDATES | 00424007 |
| *HOURS | 1 | 00424006 |
| *EVALUATION | EXPLICIT DEFINITION OF HISTORICAL FICTION; A NOVEL WHICH | 00424018 |
| | DEPICTS ACTUAL PERIODS, PERSONS, OR EVENTS OF HISTORY IN A | 00424019 |
| | MANNER THAT IS EASILY IDENTIFIABLE, QUALITIES OF GOOD | 00424020 |
| | HISTORICAL FICTION; AN IMAGINATIVE AND REALISTIC AND | 00424021 |
| | GRAPHIC PORTRAYAL OF THE PAST; HISTORICAL PERSON, PERIOD | 00424022 |
| | OR EVENT GIVEN IMMIDIACY, VITALITY, AND EMOTIONAL | 00424023 |
| | SIGNIFICANCE, STYLE AND CONTENT SUSTAINS DRAMATIC AND | 00424024 |
| | HUMAN INTEREST; FACTUALLY ACCURATE AND VOID OF | 00424025 |
| | ANACHRONISMS, COMMON FAULTS DISTORTION OF HISTORY, | 00424026 |
| | EXAGGERATED THEME, TOO MUCH ATTENTION TO COSTUME, TOO MUCH | 00424027 |
| | DESCRIPTIVE DETAIL AFFECTATION OF LANGUAGE, ETC, | 00424028 |
| *FILE | HISTORICAL FICTION | 00424009 |

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| *OBJECTIVES | TO REALIZE MORE FULLY THAT ONE CAN ACQUIRE BASIC FACTS | 00425019 |
| | AND AUGMENT THEIR STUDY OF THE PERIOD, PERSON OR EVENT OF | 00425020 |
| | HISTORY BY READING HISTORICAL FICTION, | 00425021 |
| *PREREQJISITE | BLANK | 00425022 |
| *EXPERIENCE | READ AT LEAST ONE INFORMATIONAL BOOK ON ONE ASPECT OF | 00425012 |
| | HISTORY, NOTE THE SIGNIFICANT FACTS PRESENTED IN THE | 00425013 |
| | BOOK, READ AT LEAST THREE HISTORICAL FICTION BOOKS ON | 00425014 |
| | THIS SAME ASPECT OF HISTORY, COMPARE AND CONTRAST THE | 00425015 |
| | FACTS THAT ARE INCLUDED IN EACH OF THE HISTORICAL FICTION | 00425016 |
| | BOOKS, COMPARE AND CONTRAST THESE FACTS WITH THOSE | 00425017 |
| | PRESENTED IN THE FACTUAL BOOKS, | 00425018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00425011 |
| *MATERIALS | FACTUAL AND HISTORICAL FICTION BOOKS ABOUT THE SAME ASPECT | 00425005 |
| | OF HISTORY, | 00425006 |
| *LEVEL | GRADES 5-8 | 00425009 |
| *GENERAL | ALL CANDIDATES | 00425008 |
| *HOURS | 2 | 00425007 |
| *EVALUATION | SIGNIFICANT FACTS (AND THEIR ACCURACY WILL BE NOTED, | 00425023 |
| | CONTRASTED AND COMPARED IN THE FACTUAL BOOKS AND | 00425024 |
| | HISTORICAL FICTION BOOKS ON THE SAME TOPIC, HISTORICAL | 00425025 |
| | FICTION AS A RESOURCE TO LEARN ABOUT SIGNIFICANT AND | 00425026 |
| | INTERESTING ASPECTS OF THE PAST WILL BE APPRECIATED MORE | 00425027 |
| | FULLY, | 00425028 |
| *FILE | HISTORICAL FICTION USES OF LITERATURE FACTUAL BOOKS | 00425010 |

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| *OBJECTIVES | TO REALIZE MORE CONSISTENTLY THE IMPORTANCE OF CHECKING | 00426016 |
| | THE ACCURACY OF THE FACTS INCLUDED IN INFORMATIONAL BOOKS | 00426017 |
| | AS WELL AS REALISTIC FICTION BOOKS, | 00426018 |
| *PREREQJISITE | BLANK | 00426019 |
| *EXPERIENCE | READ AT LEAST ONE INFORMATIONAL (FACTUAL) BOOK AND ONE | 00426011 |
| | FICTION BOOK ABOUT A COUNTRY, COMPARE THE FACTS GIVEN | 00426012 |
| | ABOUT THAT NOTION IN BOTH KINDS OF LITERATURE, ASK SOME | 00426013 |
| | ONE WHO HAS RECENTLY LIVED OR TRAVELED IN THAT COUNTRY TO | 00426014 |
| | APPRAISE THESE FACTS, NOTING STEROTYPES AND INACCURACIES, | 00426015 |
| *SETTING | INDEPENDENT, COLLEGE | 00426010 |

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| *MATERIALS | BLANK | 00426005 |
| *LEVEL | GRADES 5-8 | 00426008 |
| *GENERAL | ALL CANDIDATES | 00426007 |
| *HOURS | 1 | 00426006 |
| *EVALUATION | PRACTICE OF CHECKING AUTHENTICTY AND ACCURACY OF FACTS WILL BE EVIDENCED. | 00426020<br>00426021 |
| *FILE | FACTUAL BOOKS USES OF LITERATURE CRITICAL READING | 00426009 |

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| *OBJECTIVES | TO REALIZE MORE FULLY THAT FACTUAL BOOKS CAN BE USED TO HELP CHILDREN GAIN A BETTER UNDERSTANDING OF CURRENT PROBLEMS OF INTEREST TO THEM, TO GAIN GREATER COMPETENCE IN IDENTIFYING MULTIPLE FACTUAL RESOURCES ABOUT CURRENT PROBLEMS-CONTROVERSIAL OR NOT, | 00427018<br>00427019<br>00427020<br>00427021<br>00427022 |
| *PREREQUISITE | BLANK | 00427023 |
| *EXPERIENCE | SELECT SEVERAL CURRENT PROBLEMS IN THE COMMUNITY, NATION OR WORLD, PREPARE AN ANNOTATED BIBLIOGRAPHY LISTING FACTUAL BOOKS THAT WOULD HELP THE STUDENTS GAIN A BETTER UNDERSTANDING OF THESE PROBLEMS, IF THE PROBLEM IS CONTROVERSIAL BE CERTAIN TO SELECT FACTUAL BOOKS THAT WILL ENLIGHTEN THE CHILDREN ON ALL ASPECTS OF THE ISSUE, | 00427012<br>00427013<br>00427014<br>00427015<br>00427016<br>00427017 |
| *SETTING | INDEPENDENT, COLLEGE | 00427011 |
| *MATERIALS | NUMEROUS FACTUAL BOOKS ABOUT CURRENT PROBLEMS OF INTEREST TO STUDENTS | 00427005<br>00427006 |
| *LEVEL | GRADES 5-8 | 00427009 |
| *GENERAL | ALL CANDIDATES | 00427008 |
| *HOURS | 2 | 00427007 |
| *EVALUATION | FACTUAL BOOKS WILL BE USED TO GAIN UNDERSTANDING ABOUT ALL ASPECTS OF A CURRENT PROBLEM, | 00427024<br>00427025 |
| *FILE | CRITICAL READING FACTUAL BOOKS | 00427010 |

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| *OBJECTIVES | TO HAVE EXPERIENCE IN HELPING CHILDREN TO DISTINGUISH BETWEEN INFORMATIONAL BOOKS AND BOOKS OF FICTION, | 00428015<br>00428016<br>00428017 |
| *PREREQUISITE | BLANK | 00428011 |
| *EXPERIENCE | READ AT LEAST ONE INFORMATIONAL BOOK AND ONE BOOK OF FICTION ON THE SAME GENERAL TOPIC TO A GROUP OF CHILDREN, ASK THE CHILDREN TO IDENTIFY THE MAJOR DISTINGUISHING CHARACTERISTICS OF EACH OF THE BOOKS READ, | 00428012<br>00428013<br>00428014 |
| *SETTING | INDEPENDENT, COLLEGE | 00428010 |
| *MATERIALS | INFORMATIONAL AND FICTION BOOKS ON THE SAME GENERAL TOPIC, | 00428005 |
| *LEVEL | GRADES 5-8 | 00428008 |
| *GENERAL | ALL CANDIDATES | 00428007 |
| *HOURS | 2 | 00428006 |
| *EVALUATION | CHARACTERISTICS OF EACH TYPE OF LITERATURE WILL BE IDENTIFIED, OF SPECIAL IMPORTANCE IS THE RECOGNITION OF THE IMAGINARY ELEMENTS COMMON TO FICTION AS WELL AS THE PRESENCE OF PLOT, SETTING, AND CHARACTERIZATION IN FICTION | 00428018<br>00428019<br>00428020<br>00428021 |
| *FILE | FACTUAL FICTION CRITICAL READING | 00428009 |

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| *OBJECTIVES | TO PLAN EXHIBITS THAT WILL FURTHER STIMULATE AND GUIDE CHILDREN IN DEVELOPMENT AND APPRECIATION OF GOOD LITERATURE, | 00812015<br>00812016<br>00812017 |
| *PREREQUISITE | BLANK | 00812018 |
| *EXPERIENCE | IN PROMOTION OF BOOK WEEK (NOVEMBER) PLAN AND DESIGN ONE OF THE FOLLOWING: POSTERS, SEALS, STREAMERS, BOOKMARKS, MOBILES OR OTHER ARTISTIC EXPRESSIONS, (HIGHLIGHT FAVORITE BOOK CHARACTERS, SCENES, SLOGANS, ETC), | 00812011<br>00812012<br>00812013<br>00812014 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00812010 |
| *MATERIALS | BLANK | 00812005 |

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| *LEVEL | ALL GRADES | 00812008 |
| *GENERAL | ALL CANDIDATES | 00812007 |
| *HOURS | 3 | 00812006 |
| *EVALUATION | ATTRACTIVE AND ORIGINAL DESIGNS WILL BE DRAFTED FOR | 00812019 |
| | VARIOUS ARTISTIC EXPRESSIONS TO MOTIVATE CHILDREN TO REAL | 00812020 |
| | GOOD LITERATURE, | 00812021 |
| *FILE | MOTIVATIONAL ACTIVITIES EXHIBITS LITERATURE DEVELOPMENT | 00812009 |

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| *OBJECTIVES | TO PLAN EXHIBITS THAT WILL FURTHER STIMULATE AND GUIDE | 00813014 |
| | CHILDREN IN DEVELOPMENT AND APPRECIATION OF GOOD | 00813015 |
| | LITERATURE, | 00813016 |
| *PREREQJISITE | BLANK | 00813017 |
| *EXPERIENCE | SELECT A SPECIAL EXHIBIT CENTERED AROUND A THEME, ≠GOOD | 00813011 |
| | READING THROUGH THE YEAR≠ A WORLD OF GREAT BOOKS ≠BOOK | 00813012 |
| | FRIENDS≠ OTHERS, | 00813013 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00813010 |
| *MATERIALS | BLANK | 00813005 |
| *LEVEL | GRADES 5-8 | 00813008 |
| *GENERAL | ALL CANDIDATES | 00813007 |
| *HOURS | BLANK | 00813006 |
| *EVALUATION | CAPTIVATING THEMES WILL BE IDENTIFIED APPRECIATE | 00813018 |
| | SELECTIONS OF GOOD LITERATURE WILL BE IDENTIFIED AND | 00813019 |
| | HIGHLIGHTED, | 00813020 |
| *FILE | MOTIVATIONAL ACTIVITIES EXHIBIT STIMULATE READING | 00813009 |

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| *OBJECTIVES | TO BECOME MORE FAMILIAR WITH THE DIFFERENT FORMS OF | 00814016 |
| | POETRY, TO REALIZE THE VALUE OF VARIETY IN FORM * STYLE | 00814017 |
| | OF POETRY, | 00814018 |
| *PREREQJISITE | BLANK | 00814019 |
| *EXPERIENCE | CONSTRUCT A ≠POETRY TREE,≠ (CONSTRUCT A TREE FROM A BRANCH | 00814011 |
| | MOUNTED IN A POT OR IN CLAY, CUTOUT LEAVES OR FRUIT WILL | 00814012 |
| | HAVE THE POEMS WRITTEN ON THEM,) COLLECT ON THIS TREE | 00814013 |
| | POETRY WRITTEN BY DIFFERENT AUTHORS ON THE SAME SUBJECT | 00814014 |
| | AND SHOULD REPRESENT DIFFERENT FORMS OF POETRY, | 00814015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00814010 |
| *MATERIALS | BLANK | 00814005 |
| *LEVEL | ALL GRADES | 00814008 |
| *GENERAL | ALL CANDIDATES | 00814007 |
| *HOURS | BLANK | 00814006 |
| *EVALUATION | NUMEROUS POETS AND FORMS OF POETRY ABOUT A SINGLE SUBJECT | 00814020 |
| | WILL BE COLLECTED AND COMPARED, STUDENTS WILL BECOME MORE | 00814021 |
| | INTERESTED IN POETRY AND WILL ENJOY IT MORE AS A FORM OF | 00814022 |
| | EXPRESSION, | 00814023 |
| *FILE | POETRY MOTIVATIONAL ACTIVITIES FORMS OF POETRY | 00814009 |

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| *OBJECTIVES | TO ACQUIRE STORYTELLING TECHNIQUES TO REALIZE THE VALUE | 00815017 |
| | OF THE FLANNELBOARD TO HELP CHILDREN VISUALIZE * VERBALIZE | 00815018 |
| | ABOUT A CHARACTER OR SITUATION IN LITERATURE, | 00815019 |
| *PREREQJISITE | BLANK | 00815020 |
| *EXPERIENCE | PREPARE AND PRESENT A FLANNELBOARD STORYTELLING, (FOLKTALE | 00815014 |
| | TYPE STORIES AND CERTAIN POEMS ARE BEST SUITED FOR | 00815015 |
| | FLANNELBOARD STORYTELLING,) | 00815016 |
| *SETTING | BLANK, COLLEGE | 00815013 |
| *MATERIALS | FLETBOARD OR FLANNELGRAPH PICTURES OR SILHOUETTE CUTOUTS | 00815005 |
| | MADE OF PAPER BACKED WITH STRIPS OF BLOTTINY PAPER, | 00815006 |
| | FLANNEL, OR OTHER ADHESIVE-TYPE MATERIAL, | 00815007 |
| *LEVEL | ALL GRADES | 00815010 |
| *GENERAL | ALL CANDIDATES | 00815009 |

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| *HOURS | 1 | 00815008 |
| *EVALUATION | NARRATIVE POEMS OR STORIES WITH FEW CHARACTERS AND SIMPLY CONSTRUCTED PLOTS EASILY REMEMBERED ARE SELECTED FOR FLANNELBOARD STORYTELLING, | 00815021<br>00815022<br>00815023 |
| *FILE | INTERPRETIVE ACTIVITIES MOTIVATIONAL ACTIVITIES STORYTELLING | 00815011<br>00815012 |

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| *OBJECTIVES | TO LEARN HOW TO PLAN SPECIFIC EXPERIENCES USING LITERATURE | 00816020 |
| *PREREQUISITE | LESSON ON LESSON PLANNING, | 00816021 |
| *EXPERIENCE | DEVELOP PLANS FOR A SPECIFIC CREATIVE WRITING EXPERIENCE ARISING FROM A CHILDRENS LITERARY SELECTION-SOME SUGGESTIONS FOR THIS KIND OF CREATIVE WRITING EXPERIENCE ARE: WRITE A DEFENSE FOR OR REPUDIATION OF THE ACTIONS OF A STORY CHARACTER, WRITE A NEW INCIDENT FOR A STORY, WRITE A CHARACTER SKETCH ABOUT A BOOK CHARACTER-ESPECIALLY LIKED OR DISLIKED, WRITE A STORY USING ONLY TITLES OF BOOKS, | 00816012<br>00816013<br>00816014<br>00816015<br>00816016<br>00816017<br>00816018<br>00816019 |
| *SETTING | INDEPENDENT, COLLEGE | 00816011 |
| *MATERIALS | BLANK | 00816005 |
| *LEVEL | ALL GRADES | 00816008 |
| *GENERAL | ALL CANDIDATES | 00816007 |
| *HOURS | 1 | 00816006 |
| *EVALUATION | LESSON PLAN WILL PROVOKE CHILDREN TO EXPRESS THEIR THOUGHTS ABOUT THAT WHICH WAS READ THROUGH CREATIVE WRITING ACTIVITIES, EXPERIENCE WILL STIMULATE AND FACILITATE CREATIVE AND ORIGINAL THINKING, | 00816022<br>00816023<br>00816024<br>00816025 |
| *FILE | INTERPRETIVE ACTIVITY USES OF LITERATURE CREATIVE WRITING | 00816009<br>00816010 |

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| *OBJECTIVES | TO REALIZE THAT THE ARTIST MUST USE GOOD JUDGMENT IN THE SELECTION OF STORY INCIDENTS TO INTERPRET AND MUST KNOW WHAT MATERIALS WILL BEST HELP HIM DEPICT THEM GRAPHICALLY, | 00817016<br>00817017<br>00817018 |
| *PREREQUISITE | BLANK | 00817019 |
| *EXPERIENCE | CREATE A SERIES OF ORIGINAL ILLUSTRATIONS FOR A STORY NOT YET ILLUSTRATED, (AN ORIGINAL STORY, A RECORDING, OR STORY THAT WAS TOLD BY SOMEONE ELSE) | 00817013<br>00817014<br>00817015 |
| *SETTING | INDEPENDENT, COLLEGE | 00817012 |
| *MATERIALS | ANY ART MEDIA SELECTED BY THE STUDENT: CHARCOAL, COLORED CHALK, CRAYON, FABRIC, INK, PENCIL, OIL OR WATER PAINT | 00817005<br>00817006 |
| *LEVEL | ALL GRADES | 00817009 |
| *GENERAL | ALL CANDIDATES | 00817008 |
| *HOURS | 2 | 00817007 |
| *EVALUATION | A STORY WILL BE ILLUSTRATED WITH APPROPRIATELY SELECTED STORY INCIDENTS-ART MEDIA WILL BE USED BY THE STUDENT AS BEST HE CAN | 00817020<br>00817021<br>00817022 |
| *FILE | INTERPRETIVE ACTIVITIES ART EDUCATION ILLUSTRATIONS IN CHILDRENS LIT | 00817010<br>00817011 |

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## SCHOLARLY MODES OF KNOWLEDGE

### FINE ARTS

The fine arts component of the scholarly modes of knowledge is divided into three discrete experiences: Art, Music, and Dance and Drama. Each experience is organized according to its respective mode of perception and creativity: visual, aural, and motor. The common denominator which holds these experiences together is the concern to promote positive attitudes and concrete skills in the role of the fine arts as a generator of productive behavior in children. The elementary school teacher needs to be a participant in the arts, if only at a basic level, in order to promote artistic activity in the elementary classroom.

The future elementary school teacher has experience in manipulating the materials from which works of art are constructed. The visual mode of perception should be developed by this experience, so that future teachers can communicate to children the perceptual delight art affords. The aural mode of perception is encouraged by the experience in Basic Musicianship. Experience in listening to both familiar and unfamiliar musical forms is provided in order to create in students a tolerance toward all forms of musical expression. Dance and drama provide an opportunity to respond aesthetically through the use of the whole person. The bodily form of expression and communication in dance and drama provide the future teacher with experience in objectifying in motion inner feelings and thoughts. Such experience should make the elementary school teacher more aware of the symbolic character of physical motion, and thereby increase sensitivity to children and their play.

This component in the Behavioral Science Elementary Teacher Education Program was developed by the following persons.

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|---|---|
| Dr. J. Bruce Burke | Coordinator |
| Prof. Mable Nemoto | Art |
| Prof. Barbara Rutledge | Dance and Drama |
| Prof. Frank Rutledge | Dance and Drama |
| Dr. Fred Schwartz | Art |
| Dr. Robert Sidnell | Music |
| Prof. Nancy Stackhouse | Art |
| Dr. Robert Unkefer | Music |

# AFFECTIVE LEARNINGS IN ART

# THROUGH SELECTED STUDIO INVESTIGATIONS

## OVERVIEW

A program of selected sequential investigations in art forms the basis for the student's own aesthetic, perceptual and skill-developmental growth as well as the teaching for art values, concepts and productive behaviors in children. Three independent yet related subsets make up the total group of modules in the proposed program. While a specific sequence among the subsets is recommended, individual instructors may rearrange these in accordance with local requirements. The three subsets of modules are entitled:

I Expressive Means in Art
II Essentials of Graphic Form
III Three-dimensional Forms

Subset I. In this group of studio modules, students attain affective learnings in four areas which are described as follows:

a. Visual perceptualization is the basis for identifying design concepts in such terms as use of color, value, line, texture and form and the organization of these in a two-dimensional frame of reference

b. Identification of objective reality includes bringing the student's attention to the tangible enviro ment as resource and referent for communication through visual form

c. Students distinguish between outer-reality and internalized resources as a basis for group process and this is explored through cooperative efforts in art projects. The art process arising from group interaction includes certain socializing activities, e.g. the mural.

Subset II. In the second modular subset students examine and identify graphic forms related both to typography and design motifs including book illustration and repetitive textile designs. Processes, techniques and design concepts build up cumulatively and students approximate motivational and investigatory behaviors similar to those of artists who specialize in a particular area of work and productive development.

Subset III. Students identify three-dimensional art forms as distinguished from those considered to be two-dimensional. Additive and subtractive methods of forming and constructing are identified and employed independently and in combination. Sculptural processes are compared and contrasted. Materials and techniques are investigated as related to three-dimensional forms in low and high relief as well as in the round. The relationship of three-dimensional forms to environmental space is also studied.

## SUPPLEMENTS TO THE STUDIO MODULES

Supplementary considerations are enumerated and described as follows:

Readings Student readings include materials related to child development in art, elementary art curriculum organization, the substantive field including selected texts in studio processes and techniques, the history of art, and contemporary art trends.

Looking at works of art The student's attention is drawn to art works themselves, in the original wherever possible and/or reproductions, color plates, slides, among others. Perceptual experiences at the appreciative level make reference to what the student is doing in the studio class wherever possible.

Evaluative critiques and Discussions Classroom discussions are carried out on an individual basis as part of the student's work in materials and techniques. General class critiques are held where all students participate in review of studio work.

Selected topics related to art teaching are also covered.

Field Trips Related to looking at art, field trips are arranged to museums and galleries and where possible to studios of artists and craftsmen.

Instructional Media Films, filmstrips, single concept loops, television programs and video tapes are employed as supplements to instruction in class as related to studio experiences and as dealing with art teaching concepts and problems as well.

Clinical Experiences Opportunities are provided for observation of classes in university art laboratory settings as well as in public schools so that students may observe and participate in the teaching of art to children. Effective art teaching practices related to the learning requirements of children are identified.

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| *OBJECTIVES | THE EXPERIENCE INTRODUCES THE STUDENT TO CONCEPTS OF PRINTING AND/OR PRINTMAKING. ESTABLISHED ARE CONCEPTS OF PATTERN-MAKING AND TECHNIQUES FOR PRODUCTION THROUGH REPETITION OF A WOOD SCRAP MOTIF. | 00050029<br>00050030<br>00050031<br>00050032 |
| *PREREQUISITE | THE MODULE IS INTRODUCTORY FOR THE SEQUENCE AND MAY BEGIN WITH A STUDENT WHO HAS HAD LITTLE BACKGROUND IN ART. THE EXPERIENCE INITIATES AND EXPLORES ESSENTIALS RELATED TO GRAPHIC FORMS. | 00050033<br>00050034<br>00050035<br>00050036 |
| *EXPERIENCE | ESSENTIALS OF GRAPHIC FORM THROUGH A PRINTMAKING SEQUENCE A. PRINTING WITH SCRAPS. THE SEQUENCE IS PROPOSED AS A WAY OF ENABLING THE STUDENT TO IDENTIFY AND DESIGN GRAPHIC FORMS BASED ON THE HISTORICAL PROCESSES LEADING TO TYPOGRAPHY BEGINNING WITH THE GUTENBERG USE OF MOVABLE LEAD TYPE, C. 1456. THE SEQUENCE INDICATES THE ORIGINS OF BOTH PRINTMAKING AS LETTER FORMS AND AS PICTORIAL FORMS RELATING TO MASS-PRODUCED BOOK ILLUSTRATION WHICH BEGAN WITH CARVED WOOD BLOCKS CARRYING BOTH PICTORIAL AND TYPOGRAPHIC SYMBOLS. THE STUDENT EMPLOYS PIECES OF RANDOMLY SHAPED BITS OF WOOD, FOUND PERHAPS AS SCRAPS AROUND ANY WOODWORKING SHOP, WHERE BAND SAWS OR SCROLL SAWS ARE IN OPERATION. USING THICK TEMPERA (POSTER PAINT) AND A WIDE BRISTLE BRUSH THE STUDENT COATS A SURFACE OF THE WOOD SCRAP WITH PAINT PRESSES IT ON NEWSPRINT, VELLUM OR COLORED CONSTRUCTION PAPER AND REPEATS THE OPERATION LEARNING THAT THE REPETITION OF A MOTIF PRODUCES A PATTERN. | 00050011<br>00050012<br>00050013<br>00050014<br>00050015<br>00050016<br>00050017<br>00050018<br>00050019<br>00050020<br>00050021<br>00050022<br>00050023<br>00050024<br>00050025<br>00050026<br>00050027<br>00050028 |
| *SETTING | LARGE GROUP, COLLEGE | 00050010 |
| *MATERIALS | BLANK | 00050005 |
| *LEVEL | ALL GRADES | 00050008 |
| *MEDIA | GENERALIST SPECIALIST | 00050007 |
| *HOURS | 2 | 00050006 |
| *EVALUATION | THE STUDENTS UNDERSTANDING OF THE CONCEPTS AND TECHNIQUES ARE DIRECTLY DISCERNABLE FROM HIS PROCESS/PRODUCT DEMONSTRATION. THE INSTRUCTOR OBSERVES THE STUDENT CARRYING OUT THE NECESSARY PROCEDURES AND TECHNIQUES AND OBSERVES THE FINAL PRODUCT AS EVIDENCE OF THE STUDENTS COMPREHENSION OF REPETITIVE PRINTMAKING FORM. | 00050037<br>00050038<br>00050039<br>00050040<br>00050041<br>00050042 |
| *TAGS | PRINTMAKING GRAPHIC FORMS SCRAP PRINTING | 00050009 |

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| *OBJECTIVES | THE STUDENT IS INTRODUCED TO THE POSSIBILITIES OF AN INKED SURFACE AS A PRINTING PLATE FROM WHICH GENERALLY ONE PRINT MAY BE PULLED. TECHNIQUES ARE PERFECTED IN THE USE OF INK AND BRAYER AND THE STUDENTS HORIZONS ARE BROADENED THROUGH THE DISCOVERY OF A SIMPLE PRINTMAKING PROCESS. | 00051028<br>00051029<br>00051030<br>00051031<br>00051032 |
| *PREREQUISITE | THE STUDENT HAS BEEN EXPOSED TO THE SCRAP PRINTING EXPERIENCE. P.1. HE HAS EXAMINED DIFFERENT TYPES OF PRINTING INKS AND THEIR CHARACTERISTICS AND HAS BECOME SKILLED IN USE OF BRAYER AND THE MANAGEMENT OF BASIC PRINTMAKING EQUIPMENT. | 00051033<br>00051034<br>00051035<br>00051036<br>00051037 |
| *EXPERIENCE | ESSENTIALS OF GRAPHIC FORM THROUGH A PRINTMAKING SEQUENCE: B. MONOPRINTING THE POSSIBILITY OF MAKING A PRINT DIRECTLY FROM AN INKED PLATE IS DEMONSTRATED THROUGH THIS PROCEDURE USING A BRAYER AND EITHER OIL OR WATER BASED INK IN SOME COLOR. A THIN LAYER IS ROLLED ONTO A SHEET OF GLASS OR OTHER FLAT, NON-POROUS SURFACE. A PIECE OF NEWSPRINT OR VELLUM PAPER IS LAID DIRECTLY UPON THE INK SURFACE. THEN, | 00051012<br>00051013<br>00051014<br>00051015<br>00051016<br>00051017<br>00051018 |

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| | EITHER USING A FINGER-NAIL, PENCIL OR SOME POINTED | 00051019 |
| | IMPLEMENT A DESIGN OR PICTORIAL FORM IS DELINEATED ON THE | 00051020 |
| | PAPER WITH FIRM PRESSURE. THE SHEET OF PAPER PICKED OFF | 00051021 |
| | THE SURFACE OF THE GLASS REVEALS THE DRAWN FORM ON ITS | 00051022 |
| | UNDER-SURFACE. THE INKED SURFACE IS THEN RE-ROLLED AND | 00051023 |
| | THE PROCESS MAY BE REPEATED. AREAS OF LIGHT AND DARK ARE | 00051024 |
| | ALSO PRODUCED BY GENTLY RUBBING FINGER-TIPS OVER THE PAPER | 00051025 |
| | BACK WHILE IT IS STILL ON THE INKED PLATE AND LINEAR AND | 00051026 |
| | AREA ELEMENTS MAY PRODUCE A RICHER PICTORIAL EFFECT. | 00051027 |
| AGE LEVEL | LARGE GROUP, COLLEGE | 00051011 |
| MATERIALS | GLASS SHEET, PRINTING INK, BRAYER, NEWSPRINT OR OTHER | 00051005 |
| | SUITABLE PAPER. | 00051006 |
| LEVEL | ALL GRADES | 00051009 |
| GENERAL | GENERALIST SPECIALIST | 00051008 |
| HOURS | 2/2 | 00051007 |
| EVALUATION | ABILITY TO APPLY THE TECHNIQUES IS DIRECTLY OBSERVED AND | 00051038 |
| | EVALUATED THROUGH PROCESS AND RESULTANT PRODUCTS. SOME | 00051039 |
| | STUDENTS MAY NEED TO USE SEVERAL COLORED INKS OR FIND | 00051040 |
| | WAYS OF CREATING VARIED LINEAR AND TEXTURAL FORMS | 00051041 |
| | INDICATING INDIVIDUAL DISCOVERIES IN THE TECHNIQUES. | 00051042 |
| KEY | PAINTMAKING GRAPHIC FORMS MONOPRINTING | 00051013 |

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| TITLE | THE STUDENT EXPERIENCES TWO VERY RELATED PROCESSES. THE | 00052029 |
| | STRING PRINTING METHOD IS ANALOGOUS TO TEXTILE PRINTING IN | 00052030 |
| | THAT THE DESIGN IS CONTINUOUS AND UNVARYING. THE OFFSET | 00052031 |
| | PROCESS IS ANALOGOUS TO OFFSET LITHOGRAPHY USED IN | 00052032 |
| | COMMERCIAL AND OTHER PRINTING PROCESSES. | 00052033 |
| PREREQUISITE | MODULES 50 AND 51 ARE VALUABLE ANTECEDANTS TO THE | 00052034 |
| | EXPERIENCES PRESENTED. | 00052035 |
| EXPERIENCE | ESSENTIALS OF GRAPHIC FORM THROUGH A PRINTMAKING SEQUENCE: | 00052012 |
| | A. BRAYER PRINTING THE BRAYER ITSELF BECOMES NOT ONLY THE | 00052013 |
| | TOOL FOR SPREADING INK ON A GLASS SHEET BUT IS ALSO SEEN | 00052014 |
| | AS A PRINTING DEVICE THROUGH TWO EXPERIENCES. THE FIRST | 00052015 |
| | OF THESE INVOLVES WINDING A PIECE OF STRING AROUND THE | 00052016 |
| | BRAYER, KNOTTING IT SECURELY THEN CHARGING THE STRING WITH | 00052017 |
| | INK FROM THE COATED PLATE. THE BRAYER IS THEN ROLLED OVER | 00052018 |
| | NEWSPRINT OR OTHER SUITABLE PAPER AND AN INTERLACING | 00052019 |
| | LINEAR FORM REPEATS ITSELF CONTINUOUSLY EXPRESSING THE | 00052020 |
| | CONCEPT OF BASIC PRINTING WHICH CONTINUES ON IN | 00052021 |
| | UNVARYING REPETITION. THE SECOND TECHNIQUE MAY BE CALLED | 00052022 |
| | OFFSET PROCESS AND HERE SOME OBJECT AS FOR EXAMPLE A | 00052023 |
| | PIECE OF MACHINE OR SOME SEEDS ARE CHARGED WITH INK THEN | 00052024 |
| | THE CLEANED BRAYER IS PASSED OVER THE OBJECTS. THE FORM | 00052025 |
| | OF THE OBJECT AS WELL AS ITS TEXTURES ARE PICKED UP ON | 00052026 |
| | THE BRAYER AND THESE ARE ROLLED OUT ON SUITABLE PAPER AS | 00052027 |
| | AN ANALOGUE OF THE OFFSET LITHOGRAPHY PROCESS. | 00052028 |
| AGE LEVEL | LARGE GROUP, COLLEGE | 00052011 |
| MATERIALS | BRAYER, INK, GLASS PLATE, STRING, OBJECTS SUITABLE FOR | 00052005 |
| | IMPRINTS, NEWSPRINT AND OTHER PAPERS. | 00052006 |
| LEVEL | ALL GRADES | 00052009 |
| GENERAL | GENERALIST SPECIALIST | 00052008 |
| HOURS | 1 1/2 | 00052007 |
| EVALUATION | STUDENT COMPETENCE TO HANDLE THE PROCEDURES IS IMMEDIATELY | 00052036 |
| | EVIDENT THROUGH OBSERVED UTILIZATION OF THE PROCESS AND | 00052037 |
| | THROUGH RESULTANT PRODUCT EXAMPLES. AS IN ALL OTHER | 00052038 |
| | INSTANCES, RESULTANTS ARE TANGIBLE AND VISUALLY EVIDENT. | 00052039 |
| KEY | PRINTMAKING GRAPHIC FORMS BRAYER PRINTING | 00052010 |

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| *OBJECTIVES | STUDENTS DISCOVER THAT A SIMPLE PRINTING BLOCK CAN BE | 00053028 |
| | CONSTRUCTED USING A COMMONLY FOUND MATERIAL, CARDBOARD. | 00053029 |
| | STUDENTS BEGIN TO IDENTIFY DESIGN PROBLEMS RELATED TO | 00053030 |
| | POSITIVE AND NEGATIVE SHAPES AND SPACES. REPETITIVE | 00053031 |
| | PRINTING AND OVERPRINTING ARE EXPLORED. | 00053032 |
| *PREREQUISITE | MODULES 50, 51 + 52 ARE PREREQUISITES IN THIS SEQUENCE AND | 00053033 |
| | ARE UNDERTAKEN PRIOR TO THE CARDBOARD RELIEF BLOCK. | 00053034 |
| *EXPERIENCE | ESSENTIALS OF GRAPHIC FORM THROUGH A PRINTMAKING SEQUENCE: | 00053012 |
| | D. CARDBOARD RELIEF BLOCK STUDENTS ENGAGE IN DEVELOPMENT | 00053013 |
| | OF THE TRUE PRINTING BLOCK THROUGH DESIGN AND CONSTRUCTION | 00053014 |
| | OF A CARDBOARD PLATE. A DESIGN OR PICTORIAL IMAGE | 00053015 |
| | CONSISTING OF ONE OR MORE ELEMENTS IS CUT FROM CARDBOARD | 00053016 |
| | (NEWSBOARD OR CHIPBOARD). THESE ARE ARRANGED AND GLUED | 00053017 |
| | ONTO A CARDBOARD SHEET OF SUITABLE FORMAT RELATIVE TO THE | 00053018 |
| | DESIGN ELEMENTS. A LOW RELIEF PRINTING BLOCK, HENCE IS | 00053019 |
| | PRODUCED. THE BLOCK IS SHELLACKED TO MAKE IT WATERPROOF. | 00053020 |
| | PRINTING PROCEEDS USING THE BRAYER TO SPREAD A LAYER OF | 00053021 |
| | INK OVER ELEMENTS TO BE PRINTED. PRINTING TAKES PLACE | 00053022 |
| | USING NEWSPRINT OR SOME OTHER SUITABLE PAPER. STUDENTS | 00053023 |
| | ARE ABLE TO MAKE A STUDY OF THE RELATIONSHIP OF DESIGN | 00053024 |
| | ELEMENTS TO EACH OTHER CONSIDERING FACTORS OF INTERVAL | 00053025 |
| | BETWEEN ELEMENTS OF NEGATIVE AND POSITIVE SHAPES AND THE | 00053026 |
| | OVERPRINTING OF THE BLOCK IN TWO OR MORE COLORS. | 00053027 |
| *SETTING | LARGE GROUP, COLLEGE | 00053011 |
| *MATERIALS | CARDBOARD (NEWSBOARD OR CHIPBOARD) WHITE GLUE, SCISSORS, | 00053005 |
| | PRINTING INK, BRAYER, GLASS PLATE, PAPER, WHITE SHELLAC. | 00053006 |
| *LEVEL | ALL GRADES | 00053009 |
| *GENERAL | GENERALIST SPECIALIST | 00053008 |
| *HOURS | 2 | 00053007 |
| *EVALUATION | THE ABILITY TO PRODUCE A BLOCK UTILIZING SUITABLE | 00053035 |
| | CONSTRUCTION TECHNIQUES IS OBSERVED. THE EXPERIENCE | 00053036 |
| | CULMINATES IN PRINTED FORMS PRODUCED ON PAPER AND THE | 00053037 |
| | STUDENTS ABILITY TO IDENTIFY REPETITIVE AND OVERPRINTED | 00053038 |
| | FORMS IS DEMONSTRATED IN THE FINISHED ART WORK PRODUCED | 00053039 |
| | THROUGH THE PRINTMAKING PROCESS. | 00053040 |
| *FILE | PRINTMAKING GRAPHIC FORMS CARDBOARD PRINTING BLOCK | 00053010 |

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| *OBJECTIVES | STUDENTS BROADEN ABILITIES TO EMPLOY COMMONLY FOUND | 00054029 |
| | MATERIALS AS THE BASIS FOR A RELIEF PRINTING BLOCK. | 00054030 |
| | CONCEPTS OF DESIGN ARE REINFORCED AND STUDENTS | 00054031 |
| | ADDITIONALLY IDENTIFY POSSIBILITIES OF DEVELOPING | 00054032 |
| | TYPOGRAPHIC FORMS FOR CLASSROOM USE. | 00054033 |
| *PREREQUISITE | PRECEDING MODULES. STUDENTS MAY ALSO RESEARCH LETTER | 00054034 |
| | FORMS AS A BASIS FOR PRODUCTION OF ALPHABET TO BE EMPLOYED | 00054035 |
| | IN THE ELEMENTARY CLASSROOM. | 00054036 |
| *EXPERIENCE | ESSENTIALS OF GRAPHIC FORM THROUGH A PRINTMAKING SEQUENCE: | 00054012 |
| | E. RUBBER TUBE RELIEF BLOCK STUDENTS IDENTIFY ANOTHER FORM | 00054013 |
| | OF THE RELIEF BLOCK SIMILAR TO PART D. OF THE SEQUENCE. | 00054014 |
| | HERE OTHER MATERIALS ARE USED CULMINATING IN INCREASED | 00054015 |
| | ABILITIES TO HANDLE A BROADER RANGE OF MATERIALS THAT MAY | 00054016 |
| | BE EMPLOYED AND PERMITTING A HIGHER QUALITATIVE LEVEL IN | 00054017 |
| | BOTH PROCESS AND PRODUCT ACHIEVEMENTS. USING A RECTANGLE | 00054018 |
| | OF WOOD AS A PLATE, PIECES OF INNER TUBE RUBBER ARE CUT | 00054019 |
| | INTO FORMS RELATED TO ITS FORMAT. THESE FORMS ARE | 00054020 |
| | ARRANGED FOR MAXIMAL AESTHETIC EFFECT CONSIDERING SUCH | 00054021 |
| | FACTORS AS INTERVAL BETWEEN FORMS, ALTERNATION OF POSITIVE | 00054022 |
| | AND NEGATIVE SHAPES, AND VARIETY IN THE ELEMENTS ACHIEVED | 00054023 |
| | THROUGH JUXTOPOSITIONS OF RELATED BUT CONTRASTING SIZES | 00054024 |
| | AND SHAPES. THE ELEMENTS ARE GLUED TO THE WOODEN BLOCK | 00054025 |
| | AND PRINTING PROCEEDS AS BEFORE. SOME STUDENTS MAY CUT AN | 00054026 |
| | ALPHABET FROM THE MATERIAL EXPLORING TYPOGRAPHIC FORMS | 00054027 |

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| | ADDITIONALLY USEFUL IN THE CLASSROOM. | 00054026 |
| *SETTING | LARGE GROUP, COLLEGE | 00054011 |
| *MATERIALS | INNER TUBE RUBBER, WOOD BLOCKS, SCISSORS, GLUE, PRINTING INK, BRAYER, VARIOUS PAPERS. | 00054005<br>00054006 |
| *LEVEL | ALL GRADES | 00054009 |
| *GENERAL | GENERALIST SPECIALIST | 00054008 |
| *CREDITS | 2-2 1/2 | 00054007 |
| *EVALUATION | STUDENT'S ABILITY TO EMPLOY CONCEPTS IN TECHNIQUES AND DESIGN ARE EVIDENCED BY THE PROCESS CULMINATING IN ART PRODUCTS. STUDENT'S RECOGNITION OF DESIGN THEORY CAN BE TESTED THROUGH DEFINITION OF SUCH TERMS AS "POSITIVE" AND "NEGATIVE SHAPES" AND SUCH CONCEPTS AS "PRODUCING AN EFFECTIVE GRAPHIC DESIGN". | 00054037<br>00054038<br>00054039<br>00054040<br>00054041<br>00054042 |
| *TITLE | PRINTMAKING GRAPHIC FORMS RUBBER TUBE RELIEF BLOCK | 00054010 |

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| *OBJECTIVES | THE EXPERIENCE EXTENDS THOSE PRECEDING IT UTILIZING WOOD ELEMENTS IN THE CONSTRUCTION OF THE RELIEF BLOCK. POSSIBILITIES NOW INCLUDE THE PRINTING OF TEXTILES AS WILL BE DESCRIBED IN A SUBSEQUENT MODULE. | 00055028<br>00055029<br>00055030<br>00055031 |
| *PREREQUISITE | PRECEDING MODULES LEAD UP TO THE MODULE CURRENTLY CONSIDERED. AT ALL POINTS CONCEPTS OF DESIGN ARE REINFORCED THROUGH DISCUSSION AND APPROPRIATE DEMONSTRATIONS AND EXAMINATIONS OF EXAMPLES OF PRINTS. | 00055032<br>00055033<br>00055034<br>00055035 |
| *PROCEDURE | ESSENTIALS OF GRAPHIC FORM THROUGH A PRINTMAKING SEQUENCE: A. WOOD RELIEF BLOCK THE WOOD RELIEF BLOCK EXTENDS PRECEDING DEVELOPMENTS INDICATING OTHER MEANS OF CONSTRUCTION OF A PRINTING BLOCK THROUGH THE ADDITION OF WOOD FORMS TO A BACKGROUND OF THE WOODEN PLATE. SCRAPS OF SIMILAR THICKNESS ARE FOUND IN THE WOOD SHOP OR DELIBERATELY DESIGNED AND CUT ON THE BAND SAW OR JIG SAW. THESE PIECES ARE THEN GLUED TO THE BACKGROUND PLATE OF WOOD, KEEPING IN MIND PRIOR EXPERIENCES AND DISCUSSIONS ABOUT RELATIONSHIPS OF FORMS, INTERVAL, POSITIVE AND NEGATIVE SHAPES AND THE POSSIBILITIES OF CREATING INTEREST THROUGH CONTRAST IN THE CHARACTER OF THE ELEMENTS. THE WOOD RELIEF BLOCK THUS PRODUCED HAS POSSIBILITIES FOR USE IN TEXTILE PRINTING BECAUSE OF THE HEIGHT OF THE MOTIF ELEMENTS, COMPARATIVE TO PRIOR BLOCKS MADE. PRINTING PROCEEDS AS IN PREVIOUS MODULES. | 00055012<br>00055013<br>00055014<br>00055015<br>00055016<br>00055017<br>00055018<br>00055019<br>00055020<br>00055021<br>00055022<br>00055023<br>00055024<br>00055025<br>00055026<br>00055027 |
| *SETTING | LARGE GROUP, COLLEGE | 00055011 |
| *MATERIALS | RECTANGLES OF FIBER BOARD, PLYWOOD OR MASONITE, SHAPED SCRAPS OF THESE MATERIALS, AND PRINTING EQUIPMENT AS ABOVE | 00055005<br>00055006 |
| *LEVEL | ALL GRADES | 00055009 |
| *GENERAL | GENERALIST SPECIALIST | 00055008 |
| *CREDITS | 2-2 1/2 | 00055007 |
| *EVALUATION | STUDENT'S ACCOMPLISHMENT IS DIRECTLY EVIDENCED THROUGH THE WOOD BLOCK PRODUCED AND THE PRINTS RESULTING FROM THE BLOCK. ABILITY TO EMPLOY DESIGN CONCEPTS ARE MANIFEST IN BOTH THE BLOCK AND THE PRINTS RESULTING FROM IT. ABILITY TO VERBALIZE, DESCRIBE AND OFFER HYPOTHETICAL INSTANCES OF RELEVANT DESIGN CONCEPTS MAY BE USED AS ADDITIONAL EVALUATIVE DEVICES. | 00055036<br>00055037<br>00055038<br>00055039<br>00055040<br>00055041<br>00055042 |
| *TITLE | PRINTMAKING GRAPHIC FORMS WOOD RELIEF BLOCK | 00055010 |

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| *OBJECTIVES | STUDENT INVESTIGATES A SUBTRACTIVE METHOD OF PRODUCING A PRINTING BLOCK, RECAPITULATES HISTORICAL PROCESSES OF BOOK PLATE PRODUCTION THROUGH INTEGRATION OF PICTORIAL AND TYPOGRAPHIC ELEMENTS. COMPETENCIES ARE GAINED RELATED TO BOOK PRODUCTION FOR EMPLOYMENT IN ELEMENTARY CLASSROOMS. | 00056029<br>00056030<br>00056031<br>00056032<br>00056033 |

*PREREQUISITE PRIOR MODULES ARE ANTECEDANT IN THIS SEQUENCE FOR LARGER 00056034
CONCEPTUAL GRASP OF PROCESS AND PRODUCT SIGNIFICANCE (SEE: 00056035
ALSO PART II OF THIS MODULE). 00056036
*EXPERIENCE ESSENTIALS OF GRAPHIC FORM THROUGH A PRINTMAKING SEQUENCE: 00056012
G. THE LINOLEUM BLOCKPRINT PART I IN PRIOR MODULES, 00056013
STUDENTS CONSTRUCTED PRINTING BLOCKS THROUGH AN ADDITIVE 00056014
PROCESS. IN THE LINEOLUM BLOCK TECHNIQUE, THE SURFACE OF 00056015
THE BLOCK IS REDUCED OR CUT AWAY AND THE REMAINING 00056016
PORTIONS ARE CHARGED WITH INK AND PRINTED. THE PARTICULAR 00056017
PROCESS RECAPITULATES TECHNIQUES USED FOR PRINTING BOOK 00056018
PLATES FROM CARVED WOODEN BLOCKS. TYPOGRAPHIC 00056019
IMPROVEMENTS ON THIS METHOD WERE INTRODUCED THROUGH 00056020
MOVABLE LEAD TYPE (GUTENBERG, C. 1456). BUT BOOK PLATES 00056021
WERE PRINTED FROM WOOD BLOCK PRINTS FOR SOME TIME ALONG 00056022
WITH ETCHING AND ENGRAVING PROCESSES. STUDENTS MAY DESIGN 00056023
A BOOK PLATE INVOLVING UTILIZATION OF BOTH A PICTORIAL OR 00056024
SYMBOLIC MOTIF IN CONJUNCTION WITH LETTERS AND WORD FORMS 00056025
HENCE INTEGRATION OF WORDS AND PICTURES WITHIN A 00056026
COMPOSITION IS EXPLORED AND IMPORTANT HISTORICAL BOOK 00056027
PRODUCTION TECHNIQUES RECAPITULATED. 00056028
*SETTING LARGE GROUP, COLLEGE 00056011
*MATERIALS LINEOLEUM BLOCKS, LINOLEUM CUTTING TOOLS (SPEEDBALL) 00056005
PRINTING INKS, PAPERS, WOODEN SPOON. 00056006
*LEVEL ALL GRADES 00056009
*GENERAL GENERALIST SPECIALIST 00056008
*HOURS 5-6 00056007
*EVALUATION STUDENT'S GRASP OF TECHNICAL PROCESSES IS EVIDENCED 00056037
THROUGH HIS ABILITY TO PRODUCE A BLOCK PRINT WITH BALANCED 00056038
LIGHT AND DARK AREAS AND SENSITIVE DESIGN INTEGRATION OF 00056039
PICTORIAL AND TYPOGRAPHIC ELEMENTS TOWARD THE PRODUCTION 00056040
OF A BOOK PLATE. ABILITY TO UTILIZE TECHNIQUES IS READILY 00056041
DISCERNED THROUGH END PRODUCTS DERIVING FROM THE 00056042
EXPERIENCE MODULE. 00056043
*FILE PRINTMAKING GRAPHIC FORMS LINOLEUM BLOCK PRINT 00056010

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*OBJECTIVES STUDENTS PRODUCE RANDOM DESIGNS WHEN WORKING IN A STRONG 00057029
BLACK AND WHITE MEDIUM RELATED IN VALUES AND SHAPES TO THE 00057030
DESIGNS TO BE USED FOR BLOCK PRINTING. STUDENTS IDENTIFY 00057031
BOTH ACCIDENTAL AND DELIBERATELY DESIGNED IDEAS AS A 00057032
BASIS FOR THE LINOLEUM BLOCK PRINT. 00057033
*PREREQUISITE PRIOR MODULES ARE PREREQUISITE IN THIS SEQUENCE. THE 00057034
PARTICULAR EXPERIENCE DESCRIBED RELATES TO THE MODULE, THE 00057035
LINOLEUM BLOCK PRINT: PART I. 00057036
*EXPERIENCE ESSENTIALS OF GRAPHIC FORM THROUGH A PRINTMAKING SEQUENCE: 00057011
H. DESIGNING FOR THE LINOLEUM BLOCK PRINT, PART II. AS 00057012
PART OF THE LINOLEUM BLOCK PRINTING EXPERIENCE, STUDENTS 00057013
BEGIN MORE ADVANCED DESIGNING PROJECTS. A BEGINNING IS 00057014
MADE BY EMPLOYING INDIA INK AND BAMBOO BRUSH. USING 00057015
SHEETS OF NEWSPRINT CUT TO THE SIZE OF THE LINOLEUM BLOCK 00057016
TO BE USED LATER, STUDENTS MAKE RANDOM PATTERNS AND SHAPES 00057017
ON THE PAPER NOT ATTEMPTING CONSCIOUS CONTROL OF 00057018
PICTORIAL CONTENT. ATTEMPTS ARE MADE TO DISCOVER WHAT 00057019
BRUSH AND INK WILL DO AS A WAY OF ARRIVING AT A FREE 00057020
DESIGN AND ALSO GRASPING IDEAS RELATED TO BLACK AND WHITE 00057021
FORMS AND THE NUANCES OF GRAYS INADVERTANTLY PRODUCED. 00057022
ONCE STUDENTS SEE POSSIBILITIES OF SUCH RANDOM DISCOVERIES 00057023
ON PAPER, THEY MAY EMPLOY SECTIONS OF THESE AS A BASIS FOR 00057024
THEIR DESIGNS ON THE LINOLEUM, BLOCK. STUDENTS MAY EITHER 00057025
PAINT DIRECTLY ON LINOLEUM CREATING RELATIVELY FREE FORMS 00057026
OR MOVE TO USE OF MORE DELIBERATED DESIGNS RELATED TO A 00057027

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| | BLOCK PLATE. | 00057028 |
| *SETTING | LARGE GROUP, COLLEGE | 00057010 |
| *MATERIALS | INDIA INK, BAMBOO BRUSH, NEWSPRINT PAPER, CARBON PAPER. | 00057005 |
| *LEVEL | ALL GRADES | 00057008 |
| *GENERAL | GENERALIST SPECIALIST | 00057007 |
| *HOURS | 2 | 00057006 |
| *EVALUATION | STUDENTS GRASP OF RANDOM DESIGNS FOR BLOCK PRINTING ARE EVIDENCED THROUGH INK DRAWINGS MADE. THE ADAPTATION OF BLACK AND WHITE DESIGNS TO THE FORMAT OF THE LINOLEUM BLOCK AND THE ENSUING FINISHED PRINT ATTEST TO BOTH TECHNICAL AND CONCEPTUAL GRASP OF THE EXPERIENCE. AESTHETIC QUALITIES IN PRINTS ARE AT A HIGH LEVEL WHEN TECHNIQUES AND CONCEPTS ARE IDENTIFIED AND EMPLOYED. | 00057037<br>00057038<br>00057039<br>00057040<br>00057041<br>00057042<br>00057043 |
| *TAGS | PRINTMAKING GRAPHIC FORMS LINOLEUM BLOCK PRINT | 00057009 |

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| *OBJECTIVES | THE EXPERIENCE INTRODUCES THE STUDENT TO THE CONCEPTS INVOLVED IN A MULTI-COLOR MONTAGE. IT IS CALCULATED TO EXPAND THE POSSIBILITIES OF A TECHNIQUE INDICATING HOW PROCESSES AND IDEAS OPEN INTO OTHERS. THE STUDENT PUSHES BACK THE BOUNDARIES OF HIS OWN IDEAS AND EXPRESSIVE ABILITIES. | 00058029<br>00058030<br>00058031<br>00058032<br>00058033<br>00058034 |
| *DESCRIPTION | ESSENTIALS OF GRAPHIC FORM THROUGH A PRINTMAKING SEQUENCE:<br>2. THE MULTICOLORED LINOLEUM BLOCK PRINT MONTAGE, PART III<br>THE EXPERIENCE IS DESIGNED TO INTRODUCE THE STUDENT TO THE CONCEPTS RELATED TO THE MULTI-COLORED BLOCK PRINT. HAVING PREPARED A SINGLE LINOLEUM BLOCK WITH A RELATIVELY SIMPLE DESIGN OR MOTIF, THE STUDENT THEN PRINTS THE DESIGN USING ONE COLOR OF INK. HIS PRINTING ON FOUR OR FIVE DIFFERENT COLORED CONSTRUCTION PAPERS. WHEN THE PRINTS ARE DRY THEY ARE TRIMMED TO THE BLOCK FORMAT, ARRANGED LIKE THE PAGES OF A BOOK, ALL ORIENTED THE SAME WAY. THE SHEAF OF PRINTS IS THEN CUT INTO FOUR OR FIVE LARGE FREE-FORM SEGMENTS. THE SEGMENTS ARE THEN SEPARATED AND REARRANGED AS JIG-SAW PUZZLE ELEMENTS BUT INTERMIXING THE COLORED SEGMENTS SO AS TO ACHIEVE AN ASSORTED MIXTURE IN EACH OF THE FOUR OR FIVE RECOMBINED PRINTS. THE RECOMBINED SEGMENTS ARE THEN GLUED TO PAPER AND EITHER INDIVIDUALLY OR IN COMBINATION WITH OTHER MONTAGES MAKES UP AN EXPANDED COMPOSITION. | 00058012<br>00058013<br>00058014<br>00058015<br>00058016<br>00058017<br>00058018<br>00058019<br>00058020<br>00058021<br>00058022<br>00058023<br>00058024<br>00058025<br>00058026<br>00058027<br>00058028 |
| *SETTING | LARGE GROUP, COLLEGE | 00058011 |
| *MATERIALS | LINOLEUM BLOCKS, COLORED CONSTRUCTION PAPERS, GLUE, SCISSORS AND PRINTING INKS. | 00058005<br>00058006 |
| *LEVEL | ALL GRADES | 00058009 |
| *GENERAL | GENERALIST SPECIALIST | 00058008 |
| *HOURS | 3-4 | 00058007 |
| *PREREQUISITE | PRIOR MODULES ARE PREREQUISITES IN THIS SEQUENCE. THE STUDENT WILL HAVE TO BE ABLE TO DESIGN AND PRODUCE THE LINOLEUM BLOCK PRINT IN ANTICIPATION OF THE MORE COMPLEX PROBLEM IN THIS MODULE. | 00058035<br>00058036<br>00058037<br>00058038 |
| *EVALUATION | IDENTIFICATION OF THE MULTI-COLOR MONTAGE CONCEPT IS DEMONSTRATED THROUGH THE STUDENTS PRODUCTION OF A FINAL GRAPHIC PRODUCT IN WHICH THE MULTI-COLOR IDEA IS CARRIED OUT SUCCESSFULLY FROM THE TECHNICAL POINT OF VIEW. ALONG WITH THIS, EXPERIENCES IN OTHER PRECEDING MODULES SHOULD BUILD UP SO THAT SUCCEEDING PRODUCTS INDICATE INCREASING AESTHETIC SENSITIVITIES TO COLOR AND FORM. | 00058039<br>00058040<br>00058041<br>00058042<br>00058043<br>00058044<br>00058045 |
| *TAGS | PRINTMAKING GRAPHIC FORM MULTI-COLORED LINOLEUM BLOCK | 00058010 |

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| *OBJECTIVES | THE STUDENT GAINS CONTROL OVER TECHNIQUES RELATED TO PRINTING ON TEXTILES. HE EXTENDS FROM PREVIOUS | 00059028<br>00059029 |
| | EXPERIENCES IDENTIFYING THE RELATIONSHIPS AND DIFFERENCES IN TECHNIQUE APPLICATIONS WHERE FABRICS ARE PRINTED BY HAND. | 00059030<br>00059031<br>00059032 |
| *PREREQUISITE | PRIOR MODULES ARE PREREQUISITES IN THIS SEQUENCE. STUDENTS SHOULD DO SOME EXPERIMENTING ON SCRAPS OF FABRIC PRIOR TO TACKLING THE MAIN PROBLEM. THEY WILL ALSO HAVE STUDIED UTILIAZTION OF THE REPEATED MOTIF AS BASIC TO PATTERN PRODUCTION. | 00059033<br>00059034<br>00059035<br>00059036<br>00059037 |
| *EXPERIENCE | ESSENTIALS OF GRAPHIC FORM THROUGH A PRINTMAKING SEQUENCE: J. PRINTING ON FABRIC AN HISTORICAL AS WELL AS AESTHETIC EXTENSION OF THE PRINTMAKING PROCESS RELATES TO THE APPLICATION OF PRINTED DESIGNS TO FABRICS. STUDENTS EXPERIENCE THIS POSSIBILITY BY SELECTING FROM AMONG BLOCKS PREVIOUSLY PRODUCED OR DESIGNING NEW ONES FOR USE IN FABRIC OR TEXTILE DESIGN. THE INNER TUBE, WOOD CONSTRUCTED OR LINO-CUT BLOCKS EITHER INDIVIDUALLY OR IN COMBINATION ARE USED FOR PRINTING PURPOSES. STUDENTS INVESTIGATE THE NEED FOR SPECIAL WASH-PROOF TEXTILE INKS AND THE TECHNIQUES OF APPLYING THESE TO FABRICS BY COMPARISON TO PRIOR EXPERIENCES WHERE PAPERS WERE EMPLOYED AS THE SURFACES TO BE PRINTED UPON. MUSLIN CLOTH MAY BE IMMERSED IN A SOLUTION OF INKS, SPONGED OR BRUSHED WITH THESE SO AS TO PRODUCE A BACKGROUND COLOR. THE MODULE ALSO EXTENDS INTO PAINTING IN THIS RESPECT. | 00059012<br>00059013<br>00059014<br>00059015<br>00059016<br>00059017<br>00059018<br>00059019<br>00059020<br>00059021<br>00059022<br>00059023<br>00059024<br>00059025<br>00059026<br>00059027 |
| *SETTING | LARGE GROUP, COLLEGE | 00059011 |
| *MATERIALS | WASH-PROOF TEXTILE INKS OR PAINTS, MUSLIN CLOTH, PRINTING BLOCKS, SUITABLE SOLVENTS. | 00059005<br>00059006 |
| *LEVEL | ALL GRADES | 00059009 |
| *GENERAL | GENERALIST SPECIALIST | 00059008 |
| *HOURS | 6-8 | 00059007 |
| *EVALUATION | AS IN ALL PRIOR MODULES ABILITY TO EMPLOY TECHNIQUES IS EVIDENCED BY THE PROCESS IN WHICH THE STUDENT ENGAGES CULMINATING IN A TANGIBLE PRODUCT. ABILITY TO UTILIZE METHODS RELATED TO APPLICATION OF SPECIAL PIGMENTS TO CLOTH AS WELL AS ABILITY AD APPLY GROWING AND BUILDING COMPREHENSIONS OF GRAPHIC DESIGN BECOMES IMMEDIATELY APPARENT. | 00059038<br>00059039<br>00059040<br>00059041<br>00059042<br>00059043<br>00059044 |
| *FILE | PRINTMAKING GRAPHIC FORM PRINTING ON FABRIC | 00059010 |

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| *OBJECTIVES | TO CONSTRUCT A 3-DIMENSIONAL FORM | 00060028 |
| | TO IDENTIFY CERTAIN PROPERTIES INHERENT IN THE MATERIAL | 00060029 |
| | TO IDENTIFY SOURCES FOR IDEAS EXPRESSED | 00060030 |
| | TO IDENTIFY APPROACHES TO HANDLING CLAY (ADDITIVE OR SUBTRACTIVE) I.E. SYNTHETIC OR ANALYTIC AS EXPRESSED BY LOWENFELD IN CREATIVE AND MENTAL GROWTH) | 00060031<br>00060032<br>00060033 |
| *PREREQUISITE | NONE | 00060034 |
| *EXPERIENCE | 3-DIMENSIONAL FORM - CLAY - THE RATIONAL FOR A DEPTH EXPERIENCE WITH ONE TYPE OF MATERIAL IN THIS MODULAR DEALING WITH 3-DIMENSIONAL FORM IS TO HELP THE STUDENT DEVELOP CONFIDENCE AND SKILL IN HANDLING A PARTICULAR MATERIAL AND ENCOURAGE HIS ABILITY TO EXPRESS A NUMBER OF IDEAS AND PARTICIPATE IN A NUMBER OF PROCESSES POSSIBLE WITH MATERIAL AND YET PECULIAR TO SCULPTURE OR 3-DIMENSIONAL FORM. THE PURPOSE OF MODULE 1 IS TO HELP THE STUDENT HAVE AN INITIAL EXPERIENCE CONSTRUCTING A 3-DIMENSIONAL FORM FROM AN EASILY MANIPULATABLE MATERIAL. THE ONLY DIRECTION FOR THIS INITIAL CONTACT WITH CLAY WOULD BE THE PROBLEM MAKE SOMETHING. THIS PARTICULAR APPROACH WOULD IMMEDIATELY INVOLVE THE STUDENT IN DISCOVERING THE PROPERTIES OF CLAY, THE PROBLEM OF WHAT TO | 00060011<br>00060012<br>00060013<br>00060014<br>00060015<br>00060016<br>00060017<br>00060018<br>00060019<br>00060020<br>00060021<br>00060022<br>00060023<br>00060024 |

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                EXPRESS, AND PRODUCE A TANGIBLE SPACIAL EXPERIENCE.          00060025
                DEMONSTRATION OF PREPARATION OF CLAY BEFORE USE SHOULD BE    00060026
                GIVEN BY THE INSTRUCTOR. (WEDGING)                           00060027
*SETTING        OTHER (SPECIFY) STUDIO 2,-24, COLLEGE                        00060010
*MATERIALS      CLAY, CONTAINER FOR WATER, SPONGE FOR CLEAN UP               00060005
*LEVEL          ALL GRADES                                                   00060008
*PERSONAL       SPECIALIST                                                   00060007
**PLUS          2                                                            00060006
**EVALUATION    THE CONSTRUCTION OF THE FORM AND VERBALIZATION ABOUT THE     00060035
                RESULTS SHOULD INDICATE WHETHER OBJECTIVES ARE BEING MET.    00060036
                IT IS HOPED THAT THE RESULTS OF THIS EXERCISE WILL SERVE     00060037
                AS A BASE BY WHICH STUDENT AND INSTRUCTOR CAN COMPARE        00060038
                FUTURE GROWTH IN ABILITY TO WORK WITH MATERIAL AND THE       00060039
                GRADUAL DEVELOPMENT OF MORE IMAGINATIVE FORMS.               00060040
*TITLE          3-D FORM  SCULPTURE  CLAY                                    00060009
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*OBJECTIVES     TO CAUSE STUDENT TO CONSTRUCT A 3-DIMENSIONAL FORM THROUGH   00061024
                A MATERIAL RESPONSE STIMULUS RATHER THAN A PRE-CONCEIVED     00061025
                IDEA.                                                        00061026
                TO COMPARE ATTITUDES AND PROBLEMS PECULIAR TO THIS AND       00061027
                PREVIOUS APPROACH TO FORM TO IDENTIFY VER-ALLY CERTAIN ART   00061028
                ELEMENTS AND PRINCIPALS SEEN IN FORMS CREATED.               00061029
                TO IDENTIFY WAYS IN WHICH 3-D FORM IS EXPERIENCED (IE.       00061030
                VISUALLY + TACTUALLY)                                        00061031
*PREREQUISITES PREVIOUS EXPERIENCE IN CLAY (MODULE 61).                      00061032
*DESCRIPTOR     3-DIMENSIONAL FORM - CLAY - NON-REPRESENTATIONAL             00061011
                THE STUDENT WOULD BE ASKED TO CONSTRUCT A 3-DIMENSIONAL      00061012
                NON-REPRESENTATIONAL SCULPTURE PHASE FORM IS CONCEIVED BY    00061013
                THE MANIPULATION OF THE MATERIAL RATHER THAN PRE-CONCEIVED   00061014
                AND DEMONSTRATES A SPONTANEOUS APPROACH TO THE CREATION OF   00061015
                AESTHETICALLY PLEASING FORMS.  THE CONTEMPLATION             00061016
                OF, AND VERBALIZATION ABOUT WHAT THEY SEE IN THE COMPLETED   00061017
                FORMS, WILL ALLOW THE STUDENT TO BECOME PERCEPTIVE TO        00061018
                DIFFERENCES IN FORMS, I.E, OPEN OR CLOSED, GEOMETRIC OR      00061019
                ORGANIC, AS WELL AS TO CERTAIN ELEMENTS INVOLVED IN          00061020
                SCULPTURE AS TEXTURE, MASS AND VOID (NEGATIVE OR POSITIVE    00061021
                SHAPES) VALUE CHANGES, AND QUALITIES SUCH AS COMPLEXITY      00061022
                VS. SIMPLICITY, RIGIDITY VS. MOVEMENT.                       00061023
*SETTING        OTHER (SPECIFY) STUDIO,  COLLEGE                             00061010
*MATERIALS      CLAY, WATER                                                  00061005
*LEVEL          ALL GRADES                                                   00061008
*PERSONAL       GENERALIST                                                   00061007
**PLUS          2                                                            00061006
**EVALUATION    THE ACTUAL CONSTRUCTION OF THE FORMS AND THE VERBALIZATION   00061033
                OF THE STUDENTS IN DISCUSSING THE RESULTS.  IT IS HOPED      00061034
                THEY WILL BEGIN TO IDENTIFY CERTAIN CHARACTERISTICS IN THE   00061035
                FORMS THAT ARE ELEMENTS AND PRINCIPLES OF DESIGN, AND CAN    00061036
                VERBALLY EXPRESS THEIR REACTIONS TO THE STIMULATION OF       00061038
                MATERIAL-RESPONSE AS IDEA RESPONSE METHODS.                  00061039
*TITLE          3-D FORM  SCULPTURE CLAY  UNSTRUCTURED                       00061009
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*OBJECTIVES     CONSTRUCT A HUMAN FIGURE THAT EXPRESSES AN EMOTION OR        00062025
                ATTITUDE (OBJECTIVE - SUBJECTIVE EXPRESSION) IDENTIFY        00062026
                WHAT IS EXPRESSED AND HOW ACCOMPLISHED IN VIEWING            00062027
                OTHERS WORK.                                                 00062028
                RELATE CONCEPTS WRITING ABOUT SELF-IDENTIFCATION WITH        00062029
                THEIR OWN EXPERIENCE.                                        00062030
                SAME PREVIOUS EXPERIENCE WITH CLAY (MODULES 61,62)           00062031
*DESCRIPTOR     3-DIMENSIONAL FORM - SCULPTURE - CLAY - FIGURE               00062011
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|---|---|---|
| | STUDENTS WILL BE GIVEN THE ASSIGNMENT OF MAKING A CLAY | 00062012 |
| | FIGURE (HUMAN) THAT EXPRESSES SOME EMOTION OR ATTITUDE. | 00062013 |
| | THE PURPOSE OF THIS LESSON WOULD BE TO HELP STUDENTS | 00062014 |
| | UNDERSTAND THE PROJECTION OR SELF-IDENTIFICATION WITH | 00062015 |
| | EXPERIENCE THAT IS NECESSARY WHEN MAKING A HUMAN FORM | 00062016 |
| | WITHOUT A MODEL, AS WELL AS AN UNDERSTANDING OF HOW | 00062017 |
| | MOVEMENT AND SURFACE TREATMENT IN SCULPTURE CAN EXPRESS | 00062018 |
| | IDEAS. A DISCUSSION PRECEEDING ACTURAL WORK SHOULD | 00062019 |
| | INCLUDE A CONSIDERATION OF WHY THE HUMAN FORM (AND IN | 00062020 |
| | PARTICULAR THE NUDE FIGURE) HAS BEEN A CONCERN OF ARTISTS, | 00062021 |
| | THE USE OF PROPORTION AND EXAGGERATION, THE TYPES OF | 00062022 |
| | EMOTIONS OR ATTITUDES AS EXPRESSED THROUGH BODY MOTIONS, | 00062023 |
| | FACIAL EXPRESSION, AND SURFACE TREATMENT (TEXTURE). | 00062024 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00062010 |
| *MATERIALS | CLAY, WATER, SMALL STICKS OR TOOLS FOR DETAIL AND TEXTURE | 00062005 |
| *LEVEL | ALL GRADES | 00062008 |
| *GENERAL | GENERALIST SPECIALIST | 00062007 |
| *HOURS | 3 | 00062006 |
| *EVALUATION | THE CONSTRUCTION OF THE FIGURE AND THE VERBALIZATION ABOUT | 00062032 |
| | THE RESULTS SHOULD INDICATE ACHIEVEMENT OF OBJECTIVES. | 00062033 |
| | FIGURE MUST BE JUDGE BY TEACHER ON PANEL OF STUDENTS AS | 00062034 |
| | EXPRESSING A HUMAN EMOTION. | 00062035 |
| *FILE | 3-D FORM SCULPTURE EMOTION | 00062009 |

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| *OBJECTIVES | TO DEMONSTRATE CHANGES IN HUMAN FORM AS INTERPRETED BY | 00063029 |
| | ARTISTS THROUGH HISTORY | 00063030 |
| *PREREQUISITE | EXPERIENCE WITH MODELING CLAY FIGURE | 00063031 |
| *EXPERIENCE | HUMAN FIGURE EXPRESSED IN SCULPTURAL FORM - SLIDES THE | 00063011 |
| | FOLLOWING SLIDES COULD BE PRESENTED AFTER STUDENTS | 00063012 |
| | ACTUAL EXPERIENCE WITH CREATING A HUMAN FORM IN CLAY AND | 00063013 |
| | SHOULD SERVE TO BROADEN THEIR UNDERSTANDING OF MAN AS A | 00063014 |
| | THEME FOR ARTISTS THROUGHOUT HISTORY, AS WELL AS PROVIDE A | 00063015 |
| | VISUAL DEMONSTRATION OF THE EFFECT OF CULTURE ON FORM, AND | 00063016 |
| | SIMILARITIES AND DIFFERENCES IN FORMS CONCEIVED.. | 00063017 |
| | SUGGESTED SLIDES - VENUS OF WILLENDORF - 25,000 B.C. | 00063018 |
| | MENHIR FROM SAINT-GERMAIN-SUR RANCE, FR(9,000 B.C.) | 00063019 |
| | TERRACOTTA TORSO FROM AIZCAPOTZAICO, MEXICO (4 500 B.C) | 00063020 |
| | KAAPER, SHEIKH-EL BITON(500 B.C) ARCHAIC GREEK BELED (V | 00063021 |
| | DYNASTY - EGYPT CASSEL APOLLO (450 B.C.) ROMAN COPY OF | 00063022 |
| | GREEK ORIGINAL PRIMA PORTA AUGUSTUS - ROME 1ST C. AD | 00063023 |
| | QUEEN OF JUDAH-CHARTES CATHEDRAL - 12TH C. | 00063024 |
| | MICHELANGELO, DAVID 1501-04 GIACOMETTI - FEMALE FORM 1948 | 00063025 |
| | THE KISS - RODIN 1856-98 | 00063026 |
| | THE KISS - BRANCUSI 1908 | 00063027 |
| | RECUMBANT FIGURE - MOORE 1938 | 00063028 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00063010 |
| *MATERIALS | BLANK | 00063005 |
| *LEVEL | ALL GRADES | 00063008 |
| *GENERAL | GENERALIST SPECIALIST | 00063007 |
| *HOURS | 1 | 00063006 |
| *EVALUATION | THIS IS AN ENICHING EXPERIENCE WHICH WOULD NOT NECESSITATE | 00063032 |
| | AN EVALUATION OTHER THAN THE AMOUNT OF STUDENT RESPONSE | 00063033 |
| | IN TERMS OF THEIR PERCEPTIONS DURING SLIDE VIEWING. | 00063034 |
| | STUDENTS COULD IDENTIFY 80 O/O OF THE TIME THE DIFFERENCE | 00063035 |
| | IN FORMS PRESENTED DURING THE SLIDES. | 00063036 |
| *FILE | SCULPTURE FORM CULTURE SLIDES | 00063009 |

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| *OBJECTIVES | A SENSITIVITY TO THE TEXTURAL POSSIBILITIES OF CLAY | 00064028 |
| | A SENSITIVITY TO THE TEXTURES THAT EXIST IN THE | 00064029 |
| | ENVIRONMENT. | 00064030 |
| *PREREQUISITES | COULD BE INITIAL EXPERIENCE IN CLAY OR EXP. MODULE 64 | 00064031 |
| | IN THIS SEQUENCE. | 00064032 |
| *EXPERIENCE | TEXTURE - CLAY | 00064013 |
| | THE STUDENT WILL BE ASKED TO EXPLORE THE POSSIBILITIES OF | 00064014 |
| | TEXTURE IN CLAY THROUGH IMPRESSIONS (INTAGLIO) | 00064015 |
| | OR RELIEF. TEXTURES CAN BE ACHIEVED THROUGH HANDS OR ANY | 00064016 |
| | TYPE OF TOOL OR OBJECT THAT CAN IMPRINT OR CHANGE SURFACE | 00064017 |
| | OF CLAY. TEXTURES CAN ALSO BE FOUND IN THE ENVIRNOMENT BY | 00064018 |
| | COLLECTING IMPRESSIONS ON SURFACES OF WALLS, REGISTERS | 00064019 |
| | ETC., USING SMALL CYLANDERS OF CLAY. SOME COULD BE | 00064020 |
| | SAVED AND ALLOWED TO HARDEN OR BE FIRED AND USED IN | 00064021 |
| | FUTURE WORK AS STAMPING IMPLIMENTS BUT IN GENERAL THIS | 00064022 |
| | EXPERIENCE IS AN EXPLORITORY EXERCISE TO HELP THE STUDENT | 00064023 |
| | DISCOVER FURTHER POSSIBILITIES OF THE PLASTICITY AND | 00064024 |
| | VERSITILITY OF CLAY AND THE VALUE OF TEXTURE AS AN | 00064025 |
| | ENRICHING ELEMENT IN SURFACE DECORATION FOR BOTH | 00064026 |
| | SCULPTURE AND CERAMICS. | 00064027 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00064012 |
| *MATERIALS | RECOMMENDED FILM AFTER EXPERIENCE DISCOVERING TEXTURE | 00064005 |
| | CALIF. ASSOCIATES CLAY-ANY OBJECTS WHICH CAN BE IMPRINTED | 00064006 |
| | OR USED TO CHANGE SURFACE OF CLAY. | 00064007 |
| *LEVEL | ALL GRADES | 00064010 |
| *GENERAL | GENERALIST SPECIALIST | 00064009 |
| *HOURS | 2 | 00064008 |
| *EVALUATION | THE VARIETY OF TEXTURES THE STUDENT CREATES | 00064033 |
| | THE VARIETY OF TEXTURES THE STUDENT FINDS IN HIS | 00064034 |
| | ENVIRONMENT | 00064035 |
| *FILE | CLAY RELIEF TEXTURE | 00064011 |

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| *OBJECTIVES | TO CONTRAST PLANE AND TEXTURED SURFACE AS IT AFFECTS | 00065028 |
| | SIMPLE GEOMETRIC FORMS TO CONSTRUCT SIMPLE FORMS THROUGH | 00065029 |
| | SLAB, COIL OR PINCH METHOD TO ORGANIZE MANY COMPONANTS | 00065030 |
| | INTO UNIFIED WHOLE GROUP EXPERIENCE IN DECISION OF VISUAL | 00065031 |
| | COMPOSITION. | 00065032 |
| *PREREQUISITE | PREVIOUS EXPERIENCE WITH CLAY FORMS AND TEXTURES IN CLAY | 00065033 |
| *EXPERIENCE | 3-DIMENSIONAL FORM - CLAY EXERCISES USING TEXTURED | 00065013 |
| | GEOMETRIC COMPONANTS ORGANIZED BOTH AS SCULPTURE IN THE | 00065014 |
| | ROUND AND SCULPTURE IN RELIEF - GROUP PROJECT | 00065015 |
| | TEACHER WILL DEMONSTRATE COIL, SLAB AND PINCH APPROACHES TO | 00065016 |
| | HAND CONSTRUCTED CLAY FORMS THE STUDENTS WILL DIVIDE INTO | 00065017 |
| | GROUPS AND DECIDE UPON A SIMPLE GEOMETRIC COMPONANT THEY | 00065018 |
| | MIGHT USE SUCH AS, CUBE, SPHERE, CONE OR CYLINDER. | 00065019 |
| | ASSIGNMENT WILL BE TO HAVE EACH INDIVIDUAL MAKE SEVERAL | 00065020 |
| | COMPONANTS OF SIMILAR GEOMETRIC FORM WHICH CAN VARY IN | 00065021 |
| | SURFACE TEXTURE, SIZE, OPEN OR CLOSED FORMS. GROUPS ARE | 00065022 |
| | THEN TO ORGANIZE THESE COMPONANTS INTO A UNIFIED WHOLE - | 00065023 |
| | FIRST AS A SCULPTURE IN THE ROUND FOLLOWED BY VERBAL | 00065024 |
| | EVALUATION OF GROUP RESULTS AND THEN AS SCULPTURE IN | 00065025 |
| | RELIEF - FOLLOWED BY VERBAL EVALUATION AND COMPARISON | 00065026 |
| | BETWEEN RELIEF AND IN-THE-ROUND FORMS. | 00065027 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00065012 |
| *MATERIALS | CLAY, TOOLS FOR TEXTURING, ROLLING PINS, BURLAP, CANVAS OR | 00065005 |
| | TAR PAPER FOR ROLLING, STICKS SLAB ROLLING, KNIVES FOR | 00065006 |
| | CUTTING, WATER. | 00065007 |
| *LEVEL | ALL GRADES | 00065010 |
| *GENERAL | GENERALIST SPECIALIST | 00065009 |
| *HOURS | 5 | 00065008 |
| *EVALUATION | THE CREATION OF THE INDIVIDUAL FORMS AND THE RESULTING | 00065034 |
| | GROUP PROJECTS. VERBALIZATION OF STUDENTS ABOUT THE FORMS | 00065035 |

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| | THEMSELVES AND THE VALUE OF GROUP EXPERIENCES VS. | 00065036 |
| | INDIVIDUAL EXPERIENCES IN ART. | 00065037 |
| *FILE | 3-D FORM CLAY RELIEF + IN ROUND SCULPTURE GROUP | 00065011 |

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| | TO CONSTRUCT A CONTAINER OF FUNCTIONAL BUT IMAGINATIVE | 00066024 |
| | FORM TO IDENTIFY TECHNICAL PROBLEMS OF CONSTRUCTION. | 00066025 |
| | PREPARITORY TO FIRING. | 00066026 |
| *PREREQUISITE | SOME EXPERIENCE WITH HANDLING CLAY AND PREFERABLY | 00066027 |
| | EXPERIENCE WITH SLAB, COIL AND PINCH CONSTRUCTION AS | 00066028 |
| | INDICIATED IN PREVIOUS MODULE. | 00066029 |
| | 3-DIMENSIONAL FORM - CERAMICS - CONSTRUCTION OF A | 00066011 |
| | CONTAINER. STUDENTS WOULD BE ASKED TO CONSTRUCT A | 00066012 |
| | CONTAINER USING ANY ONE OR COMBINATION OF HAND | 00066013 |
| | CONSTRUCTED METHODS (SLAB, COIL OR PINCH) WHICH COULD BE | 00066014 |
| | MADE OF SINGLE OR MULTIPLE COMPONENTS AND SHOULD HAVE AS | 00066015 |
| | ITS FIRST CONSIDERATION THE RELATION OF FUNCTION TO FORM, | 00066016 |
| | + VOLUME AND AS ITS FINAL CONSIDERATION, THE SURFACE | 00066017 |
| | TREATMENT AND HOW TEXTURE OR PATTERNED RELIEF (RAISED OR | 00066018 |
| | COELAMAGLYPHIC) ENRICHES FORM. CAREFUL PREPARATION OF | 00066019 |
| | CLAY (WEDGING) AND DEMONSTRATION OF SLAB, COIL AND PINCH | 00066020 |
| | METHODS SHOULD PRECEED WORK, WITH STRESS GIVEN TO METHODS | 00066021 |
| | OF ATTACHMENTS AND THICKNESS OF WALLS TO INSURE SUCCESS | 00066022 |
| | THROUGH BISQUE AND GLAZE FIRING. | 00066023 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00066010 |
| *MATERIALS | BLANK | 00066005 |
| *LEVEL | ALL GRADES | 00066008 |
| *GENERAL | GENERALIST SPECIALIST | 00066007 |
| *HOURS | 3 | 00066006 |
| *EVALUATION | THE CONTAINER CONSTRUCTED MUST BE EVALUATED BY TEACHER | 00066030 |
| | OR STAFF TO SEE IF THEY PASS STANDARD OF CONSTRUCTION. | 00066031 |
| *FILE | 3-D FORM CERAMICS CLAY | 00066009 |

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| *OBJECTIVES | TO OBSERVE VARIOUS METHODS OF CONSTRUCTION OF POTS AND | 00067025 |
| | IDENTIFY THE PECULIARITIES OF FORM DERIVED FROM METHOD OF | 00067026 |
| | CONSTRUCTION. TO MIX A SIMPLE GLAZE. TO IDENTIFY USES OF | 00067027 |
| | CLAY IN CONTEMPORARY LIFE | 00067028 |
| *PREREQUISITE | PREVIOUS EXPERIENCE WITH CLAY - PREFERABLY CONSTRUCTION OF | 00067029 |
| | A POT | 00067030 |
| *EXPERIENCE | TOUR OF CERAMICS AREA TO OBSERVE BOTH HAND AND WHEEL | 00067011 |
| | CONSTRUCTION OF POTS, TO COMPARE THE TYPES OF FORMS THAT | 00067012 |
| | EVOLVE FROM THESE DISTINCT METHODS OF HANDLING, TO OBSERVE | 00067013 |
| | CLAY IN GREENWARE, BISQUE AND GLAZED STAGES AND THE TYPES | 00067014 |
| | OF KILNS USED (GAS AND ELECTRIC). WHILE IN THE AREA | 00067015 |
| | STUDENT COULD MIX SIMPLE SLIPS USING IRON, OXIDE, COBALT | 00067016 |
| | AND COPPER FOR COLORANT, AND WOULD FOLLOW UP THIS | 00067017 |
| | EXPERIENCE WITH LOADING A KILN FOR BISQUE FIRING PLUS | 00067018 |
| | APPLICATION OF GLAZE AND SECOND FIRING, OR THE MORE SIMPLE | 00067019 |
| | PROCESS OF SLIP ON GREENWARE FOR ONE-FIRE GLAZING. CLAY, | 00067020 |
| | AS IT RELATES TO USE IN COMTEMPORARY LIFE AND PREVIOUS | 00067021 |
| | CULTURES SHOULD BE INCORPORATED IN THIS MODULE GIVING THE | 00067022 |
| | STUDENT SOME UNDERSTANDING OF ITS VERSATILITY (FROM | 00067023 |
| | BATHROOM FIXTURES TO SPACE CAPSULE HEAT SHIELDS) | 00067024 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00067010 |
| *MATERIALS | GLAZE MATERIAL AS ACQUIRED FROM CERAMICS DEPT. | 00067005 |
| *LEVEL | ALL GRADES | 00067008 |
| *GENERAL | GENERALIST SPECIALIST | 00067007 |
| *HOURS | 3 | 00067006 |
| *EVALUATION | THE EXPERIENCE ITSELF AND VERBALIZATION OF OBSERVATIONS. | 00067031 |
| *FILE | 3-D FORM CERAMICS CLAY | 00067009 |

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| *OBJECTIVES | THE CREATION OF A SCULPTURAL FORM THROUGH THE SUBTRACTIVE METHOD. TO IDENTIFY THE PROPERTIES PECULIAR TO THIS MATERIAL AND THEIR INFLUENCE ON FORM | 00068026<br>00068027<br>00068028 |
| *PREREQUISITE | SOME EXPERIENCE WITH THREE-DIMENSIONAL FORM - ADDITIVE METHOD. | 00068029<br>00068030 |
| *EXPERIENCE | SAND CORE SCULPTURE- THE PURPOSE OF THIS EXPERIENCE WOULD BE TO PROVIDE THE STUDENT WITH A SCULPTURAL MATERIAL THAT COULD BE HANDLED ONLY BY THE SUBTRACTIVE METHOD, AND WHOSE PROPERTIES WERE IN GENERAL, DISTINCTLY DIFFERENT. SANDCORE IS A WASTE PRODUCT FROM BRASS, ALUMINUM AND IRON FOUNDRIES AND CAN BE SECURED IN ANY METROPOLITAN AREA, PROVIDING A FREE SOURCE OF MATERIAL FROM THE COMMUNITY THAT CAN BE EASILY HANDLED BY UPPER ELEMENTARY CHILDREN. STUDENTS MIGHT CONCEIVABLY MAKE A TRIP TO A CASTING PLANT AND NOT ONLY SECURE THE SANDCORE BUT OBSERVE THE SAND METHOD OF CASTING. SINCE THE SUBTRACTIVE METHOD OF WORKING IS THE MOST DIFFICULT TO CONCEIVE, STUDENTS SHOULD BE ENCOURAGED TO USE THE IRREGULARITY OF THE MATERIAL TO HELP THEM VISUALIZE EITHER REALISTIC OR ABSTRACT FORMS. | 00068011<br>00068012<br>00068013<br>00068014<br>00068015<br>00068016<br>00068017<br>00068018<br>00068019<br>00068020<br>00068021<br>00068022<br>00068023<br>00068024<br>00068025 |
| *SETTING | INDEPENDENT, COLLEGE | 00068010 |
| *MATERIALS | SAND CORE, RASPS, FILES, SAW BLADES, BOXES TO WORK IN. | 00068005 |
| *LEVEL | ALL GRADES | 00068008 |
| *GENERAL | GENERALIST SPECIALIST | 00068007 |
| *HOURS | 3 | 00068006 |
| *EVALUATION | THE CREATION OF THE FORM AND VERBALIZATION ABOUT THE PROBLEMS AND PROPERTIES OF THIS MATERIAL. IT IS HOPED TOO, THAT FROM THIS EXPERIENCE THE STUDENTS MAY MAKE AN EVALUATION ABOUT THE TYPES FOR EXPERIENCES SUITABLE FOR PARTICULAR GRADE LEVELS. | 00068031<br>00068032<br>00068033<br>00068034<br>00068035 |
| *FILE | 3-D FORM SUBTRACTIVE SCULPTURE SAND CORE | 00068009 |

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| *OBJECTIVES | TO CREATE 3-DIMENSIONAL RELIEF FORMS IN PLASTER THROUGH 2-STEP CASTING PROCESS TO IDENTIFY CERTAIN CONSIDERATIONS THEY EMPLOYED IN CREATING A DESIGN FOR CLAY OR SAND MOLD | 00069027<br>00069028<br>00069029 |
| *PREREQUISITE | EXPERIENCE WITH CLAY OR SANDCORE | 00069030 |
| *EXPERIENCE | CASTING - IN SAND OR CLAY MOLDS. STUDENTS WOULD BE INTRODUCED TO TWO-STEP METHOD OF CASTING (AND MIGHT CONCEIVABLY HAVE OBSERVED THREE-STOP PROCESS AT CASTING PLANT). THE FIRST STEP WOULD BE THE DESIGNING OF THE MOLD IN WET SAND (COULD BE BY-PRODUCT OF SANDCORE CARVING) OR CLAY, USING BOXES OR CARTONS TO CONTAIN THE MATERIAL AND A VARIETY OF FOUND OBJECTS TO CREATE IMPRESSIONS. WHEN DESIGNS FOR MOLD ARE COMPLETED THE PROCEDURE FOR MIXING PLASTER COULD BE DEMONSTRATED AND THEN PERFORMED BY THE STUDENT. RESULTANT CASTS WOULD NOT ONLY DEMONSTRATE THE PROCESS BUT SHOULD PROVIDE EXAMPLE OF RELIEF SCULPTURE IN PLASTER AND AN UNDERSTANDING OF TRANSFERANCE OF INTAGLIO IMPRESSIONS TO BASSO, MEZZO AND ALTO RELIEF, AS WELL AS THE ROLE CASTING HAS PLAYED IN OUR TIMES AND PREVIOUS CULTURES. | 00069012<br>00069013<br>00069014<br>00069015<br>00069016<br>00069017<br>00069018<br>00069019<br>00069020<br>00069021<br>00069022<br>00069023<br>00069024<br>00069025<br>00069026 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00069011 |
| *MATERIALS | SAND, CLAY, BOXES FOR MOLDS, PLASTER, WATER, CONTAINER FOR MIXING PLASTER, FOUND OBJECTS FOR IMPRESSIONS. | 00069005<br>00069006 |
| *LEVEL | ALL GRADES | 00069009 |
| *GENERAL | GENERALIST SPECIALIST | 00069008 |
| *HOURS | 3 | 00069007 |
| *EVALUATION | THE CREATION OF THE MOLD AND SUBSEQUENT PLASTER CAST PLUS | 00069031 |

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| | A DISCUSSION OF THE PROBLEMS DESIGN AND THE CHARACTERISTIC | 00069032 |
| | DIFFERENCES BETWEEN CLAY AND SAND CASTS. | 00069033 |
| *FILE | 3-D FORM RELIEF SCULPTURE CASTING | 00069010 |

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| *OBJECTIVES | PRODUCE THREE SHEETS OF LINES VARYING IN THICKNESS, | 00267024 |
| | DIRECTION, FLUIDITY. RECOGNITION OF THE EMOTIONAL EFFECTS | 00267025 |
| | OF LINES OF DIFFERENT QUALITIES. ABILITY TO CONTROL | 00267026 |
| | CHARCOAL TO PRODUCE A VARIETY OF LINES. | 00267027 |
| | | 00267028 |
| *PREREQUISITE | NONE | 00267011 |
| *EXPERIENCE | EXPRESSIVE MEANS-DRAWING STRAIGHT LINES | 00267012 |
| | USING COMPRESSED CHARCOAL THE STUDENTS WILL DRAW STRAIGHT | 00267013 |
| | LINES ON 18X24 NEWSPRINT. THE LINES WILL EXTEND FROM ONE | 00267014 |
| | EDGE OF THE PAPER TO THE OTHER HORIZONTALLY, VERTICALLY, | 00267015 |
| | AND DIAGONALLY. AN ATTEMPT SHOULD BE MADE TO VARY THE | 00267016 |
| | WEIGHT OF THE LINES AS WELL AS THE SPACES BETWEEN THE | 00267017 |
| | LINES. AT LEAST THREE SHEETS SHOULD BE COMPLETED. THE | 00267018 |
| | EXERCISE WILL BE FOLLOWED BY A DISCUSSION OF THE EFFECTS | 00267019 |
| | OF DIFFERENT LINES VISUALLY AND THE ILLUSIONS THEY CREATE. | 00267020 |
| | THE PURPOSE OF THIS EXPERIENCE IS TO ENGAGE THE STUDENTS | 00267021 |
| | IN A SIMPLE DRAWING EXERCISE TO ESTABLISH SOME | 00267022 |
| | CONFIDENCE IN THEIR ABILITY TO COMMUNICATE THROUGH SIMPLE | 00267023 |
| | GRAPHIC MARKS. | 00267010 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00267005 |
| *MATERIALS | 18X24 NEWSPRINT, COMPRESSED CHARCOAL | 00267008 |
| *LEVEL | BLANK | 00267007 |
| *GENERAL | GENERALIST SPECIALIST | 00267006 |
| *HOURS | 1 | 00267029 |
| *EVALUATION | THE VARIETY OF LINES PRODUCED. DISCRIPTIVE TERMS USED TO | 00267030 |
| | IDENTIFY QUALITIES OF LINES. | 00267009 |
| *FILE | EXPRESSIVE MEANS DRAWING STRAIGHT LINES | |

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| *OBJECTIVES | PRODUCE THREE PIECES OF WORK USING A VARIETY OF CURVED | 00268023 |
| | LINES. TO IDENTIFY THE DIFFERENCE IN FEELING BETWEEN | 00268024 |
| | DRAWING CURVED LINES AS OPPOSED TO STRAIGHT LINES. TO | 00268025 |
| | INTRODUCE FORMAL DESIGN QUALITIES. | 00268026 |
| | | 00268027 |
| *PREREQUISITE | DRAWING STRAIGHT LINES. | 00268011 |
| *EXPERIENCE | EXPRESSIVE MEANS-DRAWING CURVED LINES | 00268012 |
| | USING COMPRESSED CHARCOAL AND NEWSPRINT THE STUDENTS WILL | 00268013 |
| | DRAW CURVED LINES TO DIVIDE THE PAPER IN A MANNER | 00268014 |
| | SIMILAR TO THE STRAIGHT LINE EXERCISE. THE QUALITY OF | 00268015 |
| | LINES AND THE RESULTING SPACES WILL BE DISCUSSED IN TERMS | 00268016 |
| | OF DIFFERENCES WHEN COMPARED TO THE STRAIGHT LINE | 00268017 |
| | EXPERIENCE. THE STUDENTS WILL BE ASKED TO IDENTIFY THE | 00268018 |
| | DIFFERENCE IN THE OVER-ALL EFFECT AS WELL. THIS WILL BE | 00268019 |
| | THE FIRST DISCUSSION ABOUT COMPOSITION IN TERMS OF | 00268020 |
| | HARMONY, EMPHASIS, REPETITION, RHYTHM, AND UNITY. THESE | 00268021 |
| | QUALITIES WILL BE POINTED OUT AS THEY MANIFEST THEMSELVES | 00268022 |
| | IN THE WORK. AND HOW THEY EFFECT THE TOTAL COMPOSITION. | 00268010 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00268005 |
| *MATERIALS | 18X24 NEWSPRINT, COMPRESSED CHARCOAL | 00268008 |
| *LEVEL | BLANK | 00268007 |
| *GENERAL | GENERALIST SPECIALIST | 00268006 |
| *HOURS | 1 | 00268028 |
| *EVALUATION | THE VARIETY OF LINES PRODUCED. THE OVER-ALL COMPOSITIONAL | 00268029 |
| | EFFECT OF LINES AND SPACES. THE IDENTIFICATION OF DESIGN | 00268030 |
| | QUALITIES IN THEIR OWN AND OTHER CLASS MEMBERS WORK. | 00268009 |
| *FILE | EXPRESSIVE MEANS DRAWING LINES + SHAPE | |

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| •OBJECTIVES | RECOGNIZE DIFFERENCE BETWEEN OBSERVED TEXTURE AND GRAPHIC | 00269015 |
| | TEXTURE. RECOGNIZE PRESENCE OF VARIED TEXTURES IN | 00269016 |
| | ENVIRONMENT. | 00269017 |
| •PREREQUISITE | NONE | 00269018 |
| •DESCRIPTIVE | EXPRESSIVE MEANS-TEXTURE RUBBINGS. | 00269011 |
| | PRODUCE THROUGH RUBBINGS FROM VARIED SURFACES IN YOUR | 00269012 |
| | ENVIRONMENT, BOTH MAN MADE AND NATURAL, AT LEAST TEN 9X12 | 00269013 |
| | TEXTURE SHEETS. LABEL THE SOURCE OF EACH. | 00269014 |
| •SETTING | INDEPENDENT, COLLEGE | 00269010 |
| •MATERIALS | 9X12 PENCRAFT, BLACK CRAYONS. | 00269005 |
| •LEVEL | BEGIN | 00269008 |
| •OPTIONAL | GENERALIST SPECIALIST | 00269007 |
| •HOURS | 3 | 00269006 |
| •EVALUATION | VARIETY IN THE RUBBINGS PRODUCED. VERBAL REPORT OF | 00269019 |
| | OBSERVATIONS MADE DURING COLLECTION OF TEXTURES. | 00269020 |
| •FILE | EXPRESSIVE MEANS TEXTURE RUBBINGS AWARENESS | 00269009 |

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| •OBJECTIVES | ELIMINATE TEXTURAL EFFECTS IN A GRAPHIC MEDIA. ALTER | 00270022 |
| | NEGATIVE SPACE TO POSITIVE SPACE. CHANGE LINES FROM | 00270023 |
| | PRIMARY VISUAL EXPERIENCE TO SECONDARY VISUAL EXPERIENCE. | 00270024 |
| •PREREQUISITE | THE PREVIOUS EXERCISES-STRAIGHT AND CURVED LINES. | 00270025 |
| •DESCRIPTIVE | EXPRESSIVE MEANS-DRAWING TEXTURED PATTERNS | 00270011 |
| | EXPLORE THE POSSIBILITIES FOR DRAWING TEXTURAL EFFECTS | 00270012 |
| | USING ONE OF THE LINE COMPOSITIONS OF THE PREVIOUS | 00270013 |
| | EXPERIENCES. DISTRIBUTE THE TEXTURES SO THAT THE | 00270014 |
| | COMPOSITION BECOMES ONE OF SHAPES INSTEAD OF LINES. WITH | 00270015 |
| | SOME THOUGHT TO THE TOTAL EFFECT IN TERMS OF EMPHASIS, | 00270016 |
| | RHYTHMIC PATTERNS, AND HARMONIOUS COMBINATIONS. CRITICISE | 00270017 |
| | BY DISPLAYING A SAMPLE OF EACH STUDENTS WORK AND | 00270018 |
| | DISCUSSING THE VARIETIES OF TEXTURES USED, HOW THEY ARE | 00270019 |
| | COMBINED, AND THE DIFFERENCES IN THE VISUAL EFFECTS IN | 00270020 |
| | COMPARISON TO THE LINE DRAWINGS. | 00270021 |
| •SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00270010 |
| •MATERIALS | COMPRESSED CHARCOAL, PREVIOUS DRAWINGS OF LINES, | 00270005 |
| •LEVEL | BEGIN | 00270008 |
| •OPTIONAL | GENERALIST SPECIALIST | 00270007 |
| •HOURS | 2 | 00270006 |
| •EVALUATION | THE EFFECTIVE USE OF TEXTURES TO IDENTIFY FORMS. THE | 00270026 |
| | VARIETY OF TEXTURES USED. THE HARMONIOUS USE OF TEXTURES | 00270027 |
| | TO ACHIEVE EFFECTIVE COMPOSITION. | 00270028 |
| •FILE | EXPRESSIVE MEANS DRAWING TEXTURE | 00270009 |

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| •OBJECTIVES | DIFFERENTIATE THE VISUAL QUALITIE OF VALUES. INTRODUCE | 00271023 |
| | THE MANIPULATION OF VALUES. PRODUCE A COMPOSITION OF | 00271024 |
| | VALUE AND TEXTURES. | 00271025 |
| •PREREQUISITE | BLACK | 00271026 |
| •DESCRIPTIVE | EXPRESSIVE MEANS-PAINTING, VALUE STUDY | 00271011 |
| | OBSERVE DEMONSTRATION IN THE USE OF THE BRUSH AND THE | 00271012 |
| | MIXING OF COLORS TO ACHIEVE VALUES BY MIXING BLACK AND | 00271013 |
| | WHITE AND A HUE. PAINT THE SPACES OF ONE OF THE GRIDS | 00271014 |
| | DONE IN 1 OF 2 USING DIFFERENT VALUES. DISPLAY THE WORK | 00271015 |
| | AND DISCUSS THE VISUAL EFFECTS OF THE VALUES IN TERMS OF | 00271016 |
| | WHETHER THEY RECEDE OR ADVANCE ON THE PICTURE PLANE. | 00271017 |
| | DISCUSS THE POSSIBILITIES OF MONOCHROMATIC SCHEMES IN ART | 00271018 |
| | FORMS. CRITICISE COMPOSITIONAL EFFECTS. ADD TEXTURES BY | 00271019 |
| | OVERPAINTING IN DIFFERENT VALUES TO PULL COMPOSITION | 00271020 |
| | TOGETHER. CRITICISE EFFECTIVENESS OF TEXTURES IN | 00271021 |
| | IMPROVING THE TOTAL COMPOSITION. | 00271022 |
| •SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00271010 |

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| *MATERIALS | TEMPERA PAINTS, BRISTLE BRUSHES, PREVIOUS WORK. | 00271005 |
| *LEVEL | BLANK | 00271008 |
| *GENERAL | GENERALIST SPECIALIST | 00271007 |
| *HOURS | 4 | 00271006 |
| *EVALUATION | EFFECTIVE HANDLING OF PAINTS. AS OBSERVED WHILE WORKING. | 00271027 |
| | EFFECTIVE USE OF VALUES AND TEXTURES IN THE COMPOSITION. | 00271028 |
| | IDENTIFICATION OF VISUAL EFFECTS THROUGH DISCUSSION. | 00271029 |
| *FILE | EXPRESSIVE MEANS PAINTING VALUE STUDY | 00271009 |

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| *OBJECTIVES | DRAW LINES VARYING IN EXPRESSIVE QUALITIES. DEMONSTRATE | 00272026 |
| | ABILITY TO DIFFERENTIATE QUALITIES OF LINES BY USING | 00272027 |
| | DISCRIPTIVE TERMS. RECOGNIZE THE EXPRESSIVE USE OF LINES | 00272028 |
| | IN A VISUAL MEDIA. | 00272029 |
| | | 00272030 |
| *PREREQUISITE | NONE | 00272011 |
| *EXPERIENCE | EXPRESSIVE MEANS DRAWING EXPRESSIVE LINES. | 00272012 |
| | AFTER A BRIEF EXPLANATION AND DEMONSTRATION IN USING THE | 00272013 |
| | CHARCOAL IN VARIOUS WAYS FOR DIFFERENT EFFECTS, THE | 00272014 |
| | STUDENTS WILL FILL A SHEET OF NEWSPRINT WITH RANDOM LINES | 00272015 |
| | VARYING | 00272016 |
| | VARYING IN WIDTH, DIRECTION, LENGTH, MOVEMENT, AND | 00272017 |
| | DARKNESS. WHEN THE SHEETS ARE COVERED WITH LINES THEY | 00272018 |
| | WILL BE DISPLAYED. USING THE WORK AS A REFERENCE THE | 00272019 |
| | QUALITIES OF THE LINES WILL BE IDENTIFIED BY THE STUDENTS | 00272020 |
| | WITH SUCH DESCRIPTIVE TERMS AS SWIRLING, DASHING, JAGGED, | 00272021 |
| | SMOOTH, WHISPY, ETC. THE PURPOSE OF THIS EXPERIENCE IS TO | 00272022 |
| | REINFORCE THE STUDENTS CONFIDENCE IN THEIR ABILITY TO DRAW | 00272023 |
| | AND INTERPRETE WHAT THEY DRAW AND TO DEMONSTRATE THE | 00272024 |
| | MANNER IN WHICH LINES CAN BE USED TO EXPRESS AND | 00272025 |
| | COMMUNICATE. | 00272010 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00272005 |
| *MATERIALS | NEWSPRINT 18X4, COMPRESSED CHARCOAL | 00272008 |
| *LEVEL | BLANK | 00272007 |
| *GENERAL | GENERALIST SPECIALIST | 00272006 |
| *HOURS | 40 MIN | 00272031 |
| *EVALUATION | THE VARIETY OF CURVED LINES THE STUDENT DRAWS. THE | 00272032 |
| | COMPOSITIONAL EFFECTS OF THE LINES INDICATE SENSITIVITY | 00272033 |
| | TO LINES AND SPACE. THE DISCRIPTIVE TERMS THE STUDENTS | 00272034 |
| | USE TO DESCRIBE LINES. | 00272009 |
| *FILE | EXPRESSIVE MEANS DRAWING EXPRESSIVE LINES | |

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| *OBJECTIVES | PRODUCE A DRAWING OF SHAPES DEVELOPED FROM LINES. | 00273027 |
| | PRODUCE A DRAWING BASED ON FEELINGS PROVOKED BY A PIECE | 00273028 |
| | OF MUSIC. UTILIZE PHYSICAL AND EMOTIONAL SENSITIVITIES IN | 00273029 |
| | DRAWING. | 00273030 |
| | | 00273031 |
| *PREREQUISITE | CONTROL OF THE CHARCOAL MEDIA. | 00273011 |
| *EXPERIENCE | EXPRESSIVE MEANS-DRAWING LINES TO MUSIC. | 00273012 |
| | THE PURPOSE OF THIS ACTIVITY IS TWOFOLD: 1 THE | 00273013 |
| | RELATIONSHIP OF FEELING AND THINKING TO DRAWING. 2 LINES | 00273014 |
| | CAN FORM THE BASIS FOR DRAWING SHAPES. THE STUDENTS WILL | 00273015 |
| | LISTEN TO MUSIC WHILE DRAWING. THEY WILL BE ASKED TO DO | 00273016 |
| | TWO DRAWINGS OF LINES USING ANALAGOUS COLORS. ONE WILL BE | 00273017 |
| | DONE WHILE LISTENING TO A PIECE OF SMOOTH RHYTHMIC MUSIC | 00273018 |
| | (WALTZ), THE OTHER WHILE LISTENING TO JAZZ MUSIC TO | 00273019 |
| | ENCOURAGE RHYTHMIC + FULL ARM MOVEMENTS. AFTER THE LINE | 00273020 |
| | DRAWINGS ARE COMPLETED THE STUDENTS WILL BE ASKED TO | 00273021 |
| | DEVELOP THEM FURTHER BY BROADENING LINES AND UTILIZING | 00273022 |
| | THE SHAPES CREATED BY THE INTERSECTING LINES TO FORM A | 00273023 |
| | COMPOSITION I | 00273024 |
| | COMPOSITION GIVING THE ILLUSION OF SHAPESINSTEAD OF LINES. | |

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| | GRADATION OF TONES CREATING THE ILLUSION OF THREE | 00273025 |
| | DIMENTIONAL SPACE WILL BE ENCOURAGED. | 00273026 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00273010 |
| *MATERIALS | NEWSPRINT, COLORED CHALKS | 00273005 |
| *LEVEL | BLANK | 00273008 |
| *GENERAL | GENERALIST SPECIALIST | 00273007 |
| *GOALS | 2 | 00273006 |
| *EVALUATION | THE INTERPRETATION OF THE MUSICAL EXPERIENCE IN THE | 00273032 |
| | DRAWINGS. THE USE OF THE ORIGINAL GRIDOF LINES TO CREATE | 00273033 |
| | FORMS. THE AESTHETIC QUALITIES OF THE COMPOSITIONS. | 00273034 |
| *FILE | EXPRESSIVE MEANS DRAWING SHAPE + FORM | 00273009 |

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| *GOALS | PRODUCE A DRAWING USING EMOTIONAL AND SYMBOLIC FORMS. | 00274024 |
| | DIFFERENTIATE SYMBOLIC AND EMOTIONAL CONTENT FROM | 00274025 |
| | REPRESENTATIONAL CONTENT. | 00274026 |
| *PREREQUISITE | PRECEDING EXPERIENCES IN THE UNDERSTANDING OF MEDIA AND | 00274027 |
| | ART ELEMENTS. | 00274028 |
| *EXPERIENCE | EXPRESSIVE MEANS-DRAWING, EMOTIONAL AND SYMBOLIC USE OF | 00274012 |
| | ART ELEMENTS. THE STUDENTS WILL ATTEMPT TO PORTRAY | 00274013 |
| | THROUGH THE USE OF COLOR AND NON-OBJECTIVE FORMS EMOTIONS | 00274014 |
| | SUCH AS FEAR, LOVE, AGONY, HATE, HILARITY, GAYETY. THE | 00274015 |
| | PURPOSE OF THIS ACTIVITY IS TO DEVELOP SOME UNDERSTANDING | 00274016 |
| | ABOUT THE EXPRESSIVE POTENTIALS OF NON-REPRESENTATIONAL | 00274017 |
| | ELEMENTS, AND EXPLORE THEIR ABILITY TO PURPOSELY CONTROL | 00274018 |
| | THE USE OF THESE ELEMENTS. WHETHER THEIR EFFORTS WERE | 00274019 |
| | SUCCESSFUL WILL BE TESTED BY THE RESPONSES TO THE WORK BY | 00274020 |
| | OTHER MEMBERS OF THE CLASS. THE MATERIALS USED FOR THIS | 00274021 |
| | ACTIVITY CAN BE COLORED CHALKS, WATERCOLORS, TEMPERA | 00274022 |
| | PAINTS, COLORED INKS, OR CRYONS. | 00274023 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00274011 |
| *MATERIALS | 18X24 PAPER TO SUIT MEDIA USED, BROAD PLASTIC MEDIA IN | 00274005 |
| | COLOR. | 00274006 |
| *LEVEL | BLANK | 00274009 |
| *GENERAL | GENERALIST SPECIALIST | 00274008 |
| *GOALS | 2 | 00274007 |
| *EVALUATION | THE SUCCESS OF THE DRAWINGS IN DEPICTING INTENDED SUBJECT. | 00274029 |
| | SATISFACTION AS REPORTED BY THE STUDENTS | 00274030 |
| *FILE | EXPRESSIVE MEANS DRAWING COLOR | 00274010 |

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| *OBJECTIVES | RENDER A DRAWING USING VISUAL DATA. DEVELOP AN ABILITY TO | 00275023 |
| | UTILIZE VISUAL DATA IN DRAWING. DEVELOP SKILLS IN THE | 00275024 |
| | CONTROL OF THE PENCIL FOR DRAWING LINES, SHADING, AND | 00275025 |
| | TEXTURING. | 00275026 |
| *PREREQUISITE | NONE | 00275027 |
| *EXPERIENCE | EXPRESSIVE MEANS-DRAWING FROM NATURE | 00275012 |
| | THE STUDENTS WILL MAKE PENCIL DRAWINGS USING NATURAL | 00275013 |
| | OBJECTS SUCH AS SEED PODS, CONES, SHELLS, DRIED LEAVES AND | 00275014 |
| | OTHER SMALL NON-PERISHABLE OBJECTS. THEY WILL ATTEMPT TO | 00275015 |
| | DRAW THE FORMS AS REALISTICALLY AS POSSIBLE. THE NEED TO | 00275016 |
| | STUDY THE OBJECTS CLOSELY IN TERMS OF ITS CONTOUR FROM | 00275017 |
| | VARIOUS ANGLES, THE TEXTURAL PATTERNS, THE TONAL QUALITY, | 00275018 |
| | THE RHYTHMIC LINE AND FORM QUALITY WILL BE DISCUSSED. | 00275019 |
| | MEANS FOR ACHIEVING A THREE DIMENTIONAL ILLUSION ON A | 00275020 |
| | TWO DIMENTIONAL SURFACE WILL BE EXPLORED AS WELL AS | 00275021 |
| | TECHNIQUES FOR ACHIEVING DESIRED EFFECTS WITH THE PENCIL. | 00275022 |
| *SETTING | OTHER (SPECIFY) 15-21, COLLEGE | 00275011 |
| *MATERIALS | SMOOTH AND ROUGH DRAWING PAPER, 3B PENCILS, NATURAL | 00275005 |
| | OBJECTS. | 00275006 |
| *LEVEL | ALL GRADES | 00275009 |

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| *GENERAL | GENERALIST SPECIALIST | 00275008 |
| *HOURS | 2 | 00275007 |
| *EVALUATION | DO THE DRAWINGS EVIDENCE SENSITIVITY TO THE NATURAL FORM USED. DO THE DRAWINGS EVIDENCE THE DEVELOPMENT OF THE SKILLS INVOLVED. | 00275028<br>00275029<br>00275030 |
| *FILE | EXPRESSIVE MEANS DRAWING REPRESENTATION OF NATURE | 00275010 |

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| *OBJECTIVES | RECOGNIZE THE VARIED INTERPRETATIONS OF A SINGLE FORM. APPLY DIFFERENT APPROACHES TO DEVELOP DRAWINGS AND DESIGNS. APPLY A METHOD OF ABSTRACTING FORM. UTILIZE QUALITIES OF MEDIA TO DEVELOP FORMS. | 00276026<br>00276027<br>00276028<br>00276029 |
| *PREREQUISITE | PREVIOUS DRAWING EXPERIENCE. LOOKING AT ART FORMS OF ARTISTS USING SIMILAR MEANS SUCH AS, PICASSO, DURER. BRAQUE, JAPANES AND CHINESE BRUSH DRAWING, WOODCUTS. GIOCOMETTI DRAWINGS, DEGAS, MONET, ETC. | 00276030<br>00276031<br>00276032<br>00276033 |
| *EXPERIENCE | EXPRESSIVE MEANS-DRAWING FROM NATURE. OBSERVE DEMONSTRATION OF MEDIA USING THE NATURAL FORM USED IN THE PREVIOUS EXPERIENCE DRAW THE FOLLOWING: 1 INTERPRETATION OF THE OBJECT IN LINES GIVING FORM-PEN AND INK. 2 INTERPRETATION OF THE OBJECT WITH VERY FEW LINES AND UNCONTROLLED VALUES. -PEN AND INK ON WET PAPER. 3 INTERPRETATION OF FORM IN BLACK AND WHITE IDENTIFYING THE LIGHT TONES BY THE DARK TONES. -BRUSH AND INK. 4 GESTURE DRAWING USING MOVEMENT OF LINES ON SURFACE, BRUSH DRAWING 5 CONTOUR DRAWING FOLLOWING SECONDARY SHAPES ON SURFACE. BRUSH DRAWING 6 FRAGMENT FORM TO FIT SPACE OF GROUND.- ANY OF ABOVE MEDIA. 7 TRANSLATE 6 INTO CUT PAPER DESIGN. 8 ORGANIZE IN SEQUENCE TO COMPARE ALTERATIONS. | 00276012<br>00276013<br>00276014<br>00276015<br>00276016<br>00276017<br>00276018<br>00276019<br>00276020<br>00276021<br>00276022<br>00276023<br>00276024<br>00276025 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00276011 |
| *MATERIALS | PEN, BRUSH 6, WHITE VELLUM, SCISSORS, BLACK CONSTRUCTION PAPER. | 00276005<br>00276006 |
| *LEVEL | BLANK | 00276009 |
| *GENERAL | GENERALIST SPECIALIST | 00276008 |
| *HOURS | 4 | 00276007 |
| *EVALUATION | THE QUALITY OF THE WORK IN TERMS OF THE PRESCRIBED APPROACH. EFFECTIVE USE OF THE MEDIA TO DEVELOP FORMS. | 00276034<br>00276035 |
| *FILE | EXPRESSIVE MEANS DRAWING ABSTRACTING FORM | 00276010 |

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| *OBJECTIVES | PORTRAY A LANDSCAPE THROUGH THE USE OF THE PAINT MEDIA DIFFERENTIATE COLOR VALUES AND THEIR EFFECT ON FORMS. DEVELOP PROFICIENCY IN THE USE OF PERCEPTUAL SKILLS IN PAINTING. DEVELOP PROFICIENCY IN THE HANDLING OF THE PAINT MEDIA. | 00277023<br>00277024<br>00277025<br>00277026<br>00277027 |
| *PREREQUISITE | SKILL IN THE USE OF PAINTS EXPERIENCE USING NATURAL FORMS IN DRAWING | 00277028<br>00277029 |
| *EXPERIENCE | EXPRESSIVE MEANS-PAINTING FROM NATURE THE STUDENTS WILL SELECT A PORTION OF A LANDSCAPE (GROUPING OF TREES) VARYING IN COLOR, PATTERN, DENSITY, AND VALUE. THEY WILL MAKE A PAINTING OF THE SELECTED AREA IN TEMPERA PAINTS CAPTURING THE COLOR EFFECTS AS CLOSELY AS POSSIBLE. THE EXPRESSIONIST, AND POST EXPRESSIONIST PAINTERS WORKS WILL BE USED TO ILLUSTRATE THE DIFFERENT MEANS EMPLOYED TO INTERPRETE THE LANDSCAPE. AFTER THE WORK IS COMPLETED THE ILLUSIONS ACHIEVED, THE MEANS USED, AND THE STYLISTIC DIFFERENCES OF THE WORK WILL BE DISCUSSED. | 00277012<br>00277013<br>00277014<br>00277015<br>00277016<br>00277017<br>00277018<br>00277019<br>00277020<br>00277021<br>00277022 |
| *SETTING | OTHER (SPECIFY) STUDIO, COLLEGE | 00277011 |
| *MATERIALS | TEMPERA PAINTS, DRAWING BOARDS, BRISTLE BRUSHES, WHITE | 00277005 |

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                VELLUM 18X24, PALLETTES.                                    00277006
*LEVEL          BLANK                                                       00277009
*GENERAL        GENERALIST  SPECIALIST                                      00277008
*HOURS          2                                                           00277007
*EVALUATION     THE WORK REPRESENTS THE SELECTED PORTION OF THE             00277030
                LANDSCAPE.  COLORS ARE MIXED TO ACHIEVE PAINTERLY QUALITY   00277031
                INSTEAD OF FILLING IN SHAPES.  THE TECHNIQUE USED IS        00277032
                CONSISTENT AND GIVES EVIDENCE OF A PERSONAL STYLE.          00277033
*FILE           EXPRESSIVE MEANS  LANDSCAPE  PAINTING                       00277010
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*OBJECTIVES     PAINT A LANDSCAPE USING SYMBOLIC OR EMOTIONAL COLORS.       00278023
                DEVELOP AN ABILITY TO USE COLORS FREELY TO FIT THE          00278024
                EXPRESSION.                                                 00278025
*PREREQUISITE   PAINTING EXPERIENCE                                         00278026
*EXPERIENCE     EXPRESSIVE MEANS-PAINTING FROM NATURE USING EMOTIONAL OR    00278011
                SYMBOLIC COLOR.  THE COMPOSITION OF THE PREVIOUS            00278012
                LANDSCAPE PAINTING WILL BE USED AS A BASIS FOR THIS         00278013
                EXPERIENCE.  THE STUDENTS WILL REINTERPRETE THE             00278014
                COMPOSITION BY ALTERING THE COLORS.  THEY WILL BE           00278015
                ENCOURAGED TO USE COLORS THAT HAVE EMOTIONAL OR SYMBOLIC    00278016
                MEANING TO THEM.  REFERENCE WILL BE MADE TO WORKS OF ART    00278017
                SUCH AS FRANZ MARCS ≠BLUE HORSES≠ AND GRAHAM SUTHERLANDS ≠00278018
                RED LANDSCAPE≠.  THE FINISHED WORK WILL BE DISCUSSED BY     00278019
                COMPARING THEM TO THE FIRST PAINTING.  THE PURPOSE OF       00278020
                THIS EXPERIENCE WILL BE TO DEVELOP THE FREE USE OF COLOR    00278021
                TO SUIT THE PURPOSE OF THE PAINTER.                         00278022
*SETTING        OTHER (SPECIFY) STUDIO,  COLLEGE                            00278010
*MATERIALS      TEMPERA PAINTS, WHITE DRAWING PAPER, BRISTLE BRUSHES.       00278005
*LEVEL          BLANK                                                       00278008
*GENERAL        GENERALIST  SPECIALIST                                      00278007
*HOURS          2                                                           00278006
*EVALUATION     THE PAINTINGS DEMONSTRATE A FREE USE OF COLORS.  THE        00278027
                COLORS ARE EFFECTIVE IN GIVING COHESION TO THE PAINTING.    00278028
                THE COLORS ARE EFFECTIVELY USED TO GIVE FORM TO THE         00278029
                OBJECTS.                                                    00278030
*FILE           EXPRESSIVE MEANS  LANDSCAPE  PAINTING                       00278009
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*OBJECTIVES     PAINTING A SUBJECT HAVING PERSONAL EMOTIONAL SIGNIFICANCE   00279028
                TO THE PAINTER.  DIFFERENTIATE BETWEEN SUBJECTIVE AND       00279029
                OBJECTIVE CONTENT IN PAINTING.                              00279030
*PREREQUISITE   SKETCHING FIGURES, MIXING AND HANDLING PAINTS.              00279031
*EXPERIENCE     EXPRESSIVE MEANS-PAINT A PORTRAIT                           00279012
                THE PURPOSE OF THIS ACTIVITY IS TO INVOLVE THE STUDENTS IN  00279013
                A SITUATION NECESSITATING PERSONAL EMOTIONAL                00279014
                IDENTIFICATION WITH THE WORK.  ARTISTS PORTRAITS WILL BE    00279015
                SELECTED TO ILLUSTRATE THE DIFFERENCE BETWEEN A             00279016
                PHOTOGRAPHIC LIKENESS AND THE EXPRESSIVE QUALITIES OF       00279017
                PAINTING.  A VARIETY OF STYLES AND PAINTERS WORKS SUCH AS   00279018
                HALS, VAN GOGH, GOYA, KOKOSHKA, ALBRIGHT, PICASSO,          00279019
                GIACOMETTI, REMBRANDT, CAN BE USED.  A DISCUSSION OF THE    00279020
                MANIPULATION OF COLORS AND FORMS TO SUITE THE PURPOSE WILL  00279021
                BE MENTIONED.  THE STUDENTS WILL PAINT THEIR OWN PORTRAIT   00279022
                IN TEMPERA PAINT.  INDIVIDUAL HELP WILL BE GIVEN AS THE     00279023
                STUDENTS WORK.  THE DISCUSSION OF THE PORTRAITS UPON        00279024
                COMPLETION WILL BE ABOUT THE PERSONAL EMOTIONAL REACTIONS   00279025
                EXPERIENCED WHILE WORKING + ABOUT THE METHODS USED TO       00279026
                ACHIEVE A MODELED APPEARANCE IN A DIMENTIONAL SURFACE.      00279027
*SETTING        OTHER (SPECIFY) STUDIO,  COLLEGE                            00279011
*MATERIALS      18X24 HEAVY PAPER, TEMPERA PAINTS, MIRRORS, BRISTLE         00279005
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|---|---|---|
| | BRUSHES. | 00279006 |
| *LEVEL | BLANK | 00279009 |
| *GENERAL | GENERALIST SPECIALIST | 00279008 |
| *HOURS | 6 | 00279007 |
| *EVALUATION | VERBAL REPORTS ABOUT WORK INCLUDE EXPRESSIONS OF HOW THEY FELT WHILE WORKING. | 00279032<br>00279033 |
| *FILE | EXPRESSIVE MEANS PORTRAIT PAINT | 00279010 |

| | | |
|---|---|---|
| *OBJECTIVES | THROUGH GROUP ENDEAVOR PRODUCE A MURAL ABOUT A SELECTED THEME. DEVELOP ABILITY TO WORK AS A MEMBER OF A GROUP AND DEVELOP SKILLS IN SOLVING PROBLEMS COOPERATIVELY. UTILIZE RESEARCH METHOD IN PRODUCING ART FORM. | 00280027<br>00280028<br>00280029<br>00280030 |
| *PREREQUISITE | PAINTING, COLLAGE, DRAWING, RESEARCH METHODS. | 00280031 |
| *EXPRESSIVE MEANS-MAKING A MURAL | | 00280012 |
| | THE PURPOSE OF THIS EXPERIENCE IS TO DEVELOP AN ART FORM THROUGH A GROUP VENTURE. IT IS A CULMINATING ACTIVITY UTILIZING THE EXPERIENCES GAINED THROUGH INDIVIDUAL WORK IN DESIGN, CONTENT, AND MEDIA. THIS FORM WILL GIVE THE STUDENTS THE EXPERIENCE OF WORKING ON A GRAND SCALE COOPERATIVELY. THE STUDENTS WILL WORK IN GROUPS OF FIVE OR SIX. THEY WILL SELECT THE AREA FOR THE MURAL AND MAKE DECISIONS ABOUT THE THEME, MEDIA, DESIGN, AND MODE OF EXPRESSION. THEY WILL ALSO DO RESEARCH CONCERNING THE MURAL FORMS OF THE PAST AND THE THEME THEY SELECT. THE STUDENTS WILL KEEP A DIARY OF THE DISCUSSIONS PARTICIPATE IN THE DEVELOPMENT OF THE MURAL AND SUBMIT A REPORT OF THEIR RESEARCH. BOTH THE PROCESS AND THE FINAL MURALS WILL BE DISCUSSED AT THE END OF THE PROJECT. | 00280013<br>00280014<br>00280015<br>00280016<br>00280017<br>00280018<br>00280019<br>00280020<br>00280021<br>00280022<br>00280023<br>00280024<br>00280025<br>00280026 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00280011 |
| *MATERIALS | TEMPERA PAINTS, COLORED PAPER, COLLAGE MATERIALS, PANELS OF BEAVERBOARD, MAGAZINES. | 00280005<br>00280006 |
| *LEVEL | BLANK | 00280009 |
| *GENERAL | GENERALIST SPECIALIST | 00280008 |
| *HOURS | 6 | 00280007 |
| *EVALUATION | CLARITY OF THE THEME. AESTHETIC QUALITIES OF THE MURAL. EVIDENCE OF ALTERNATIVES CONSIDERED AS REPORTED IN DIARY. THOROUGHNESS OF RESEARCH AS REPORTED IN RESEARCH REPORT. | 00280032<br>00280033<br>00280034 |
| *FILE | EXPRESSIVE MEANS CREATIVE GROUP ACTIVITY MURAL | 00280010 |

| | | |
|---|---|---|
| *OBJECTIVES | CRITIZE OWN WORK. DEVELOP INDEPENDENCE IN MAKING JUDGEMENTS ABOUT OWN WORK. | 00281019<br>00281020 |
| *PREREQUISITE | ACCUMULATED WORKS OF THIS SESSION. | 00281021 |
| *EXPERIENCE | EXPRESSIVE MEANS-INDIVIDUAL CONFERENCE WITH INSTRUCTOR (OUTSIDE ASSIGNMENT)(INDEPENDENT WORK) | 00281011<br>00281012 |
| | PREPARE WORK FOR EVALUATION BY SELECTING AND MATTING AT LEAST FOUR COMPLETED WORKS. CONFER WITH INSTRUCTOR FOR AN EVALUATION OF WORK ACCOMPLISHED. EVALUATE EACH PIECE IN TERMS OF SUCCESS OR FAILURE TO ACCOMPLISH OBJECTIVES. DISCUSS SATISFACTIONS OR DISATISFACTIONS EXPERIENCED. DISCUSS POSSIBLE DIRECTIONS FOR FUTURE WORK. | 00281013<br>00281014<br>00281015<br>00281016<br>00281017<br>00281018 |
| *SETTING | OTHER (SPECIFY) CONFERENCE, COLLEGE | 00281010 |
| *MATERIALS | COMPLETED ART WORK, MATT BOARDS. | 00281005 |
| *LEVEL | BLANK | 00281008 |
| *GENERAL | GENERALIST SPECIALIST | 00281007 |
| *HOURS | 4 | 00281006 |
| *EVALUATION | DEGREE OF INDEPENDENCE SHOWN BY THE STUDENT IN COMMENTING ABOUT OWN WORK. QUALITY OF STATEMENTS MADE IN TERMS OF DESIGN, CONTENT, MEDIA, AND SATISFACTION WITH RESULTS. EVALUATION OF AESTHETIC QUALITY OF WORK. | 00281022<br>00281023<br>00281024<br>00281025 |
| *FILE | EXPRESSIVE MEANS EVALUATION PORTFOLIO | 00281009 |

## DANCE AND DRAMA

### OVERVIEW

The experience of motion in control is one way of describing dance and drama. This component is designed to develop:

1. A recognition of drama and dance as expressive media from the points of view of history, literature, and criticism.

2. The discovery and development in the self of the techniques and aptitudes for exploring creatively in these media.

The experiences are tailored so that two hours each week are spent in a dance studio (equipment including hardwood floors, mirrors, and barre), and four hours in a studio theatre with flexible staging (can be converted into arena, thrust or proscenium stage). Film and slide projectors are presumed to be available. Other equipment available to students from the media center includes Polaroid, movie and slide cameras as well as film editing equipment. A film library should be available so that a student can check out a film and view it independently. Experiences are designed to be team taught by a dance-trained and theatre-trained person, working very closely, attending all the classes, and participating in the discussions. Maximum class size recommended is twelve.

Class time use is described in detail below. Briefly, it includes segments of dance technique and experimentation, acting and directing technique and experimentation, multiple media presentations of theatre history from the point of view of the actor in the theatre space, discussions of dramatic form, and discussions of the role of dance and drama in life.

Outside class work includes reading plays; seeing movies; preparing a short narrative as a simple dance, a reader's theatre and finally a finished dance, film, or play; making a mask for one's self; and preparing a five to ten minute demonstration on a

period or regional dance.

The criterion for evaluating a student lies in the measure of his creative growth. The excellence of his final projects is only one aspect of that growth and obviously varies with the student's prior training and aptitudes. Increased participation in critical discussion, increased variety in his performances, increased ease and fluidity in movement, and increased recognition and utilization of theatrical media are evidence of his success in the program.

The unique aspect of this component is its intensive development of the individual's creative processes in the media of dance and drama. The student is offered a variety of techniques and materials and is at the same time developed in his own physical being. He is constantly urged to become a more responsive and imaginative person and he is given tools for utilizing his imagination and creativity. At the same time his critical faculties are sharpened and expanded. If the experience is successful, the student will continue beyond it to be a keen observer of movement and drama in the life that surrounds him and an enthusiastic recipient of dramatic communication, if not a performer himself.

<u>Recommended text - source material</u>

Curt Sachs, <u>World History of the Dance</u>

O. Brochett, <u>History of the Theatre</u>

Gassner & Allen, <u>Theatre and Drama in the Making</u>

<u>Additional Bibliography</u>

Agnes de Mille, <u>The Book of the Dance</u>

M. Bieber, <u>History of the Greek and Roman Theatre</u>

Beare, <u>The Roman Stage</u>

Laver, <u>Memorable Balls</u>

A. Nicoll, Stuart Masques and Renaissance Stages

R. Southern, The Georgian Playhouse

A. Nicoll, The World of Harlequin

Hewitt, Theatre U. S. A.

Cole & Chinoy, Directors on Directing

Gassner, Form and Idea in Modern Theatre

C. McGaw, Acting is Believing

## OUTLINE OF EXPERIENCES

Dance studio experience: once a week for two hours.

The first hour of each session consists of dance exercises which focus the student's attention on the dancer's equipment which lies within himself. Professional skill is not expected in these areas, but the exercise period is repeated with growing complexity each week inasmuch as development of physical awareness is a slow and highly individual process. The exercises can be segmented as follows according to the objective.

a. The discovery of correct body alignment

   The placement of body weights

   Learning the sensations of centering and excentering weights

   Recognition of basic muscle structure

b. Discovery of a variety of movement sensations: contraction, relaxation, extension

   Learning to concentrate these sensations in specific

parts of the body at will

c. Discovery of locomotion sensations: locomotion as loss and recovery of balance

Recognition and execution of the undercurve (skipping movement) and overcurve (leaping movement)

Development of grace and fluidity in the walk by recognition of the natural opposition of body parts

d. Development of stronger and flexible muscles to increase movement potential

In turn, focus on legs, feet, pelvis, back, shoulders, arms, neck and head

e. Recognition of techniques of balance and development of these techniques

f. Recognition of correct placement of body parts for strong and safe movement

Focus on feet and legs in pli'e, r'el'ev'e positions in parallel and turned out positions

Parallel objective:

Development of strong response to rhythmic patterns in all of the above.

After dancers have warmed up during the first hour's technique sessions, the second hour of each period consists of creative experimentation in dance. Four facets of dance experiments are explored. These are all directed to the expansion of the individual's self expression in movement. The improvisation and combination experiences described below would be repeated often in the first four to five sessions. The pantomime and character study experiences are more structured and would be completed sequentially in the last four sessions; the final session is reserved for the students' demonstrations.

Improvisation

Description:

Beginning with response to simple comands (sit, rise, run, walk slowly, faster, fall down, etc.) the students are introduced to more and more complex and abstract stimuli (music, poetry, paintings) and asked to respond to them with movement. Specific limitations are introduced (e.g., maintain one level, use physical contact, work entirely on the left side). Students work as a group and as individuals and observe each other in the improvisations.

Objectives:

To allow the whole physical self to respond creatively, spontaneously. Increased awareness, through observation of others and of self, of the possibilities of movement.

Increased freedom to respond with movement.

Combinations

Description:

The student is required to create short movement patterns and to teach these to the other students (he is also learning those of his fellow students).

Objectives:

By doing so he develops increased discipline of his own physical being.

He becomes aware of the problems of directing the body with the mind both in himself and with others.

He learns to think in movement patterns and to make judgments about their grace and fluidity, the ease with which they are learned.

Pantomime

Description:

Show Marcel Marceau film.

Pantomime is discussed briefly.

Each student mimes various daily activities.

Each student develops and elaborate mimes (1-2 minutes).

Show Graham's "A Dancer's World" film.

The difference between pantomime and dance is discussed.

The student recognized the difference between literal and abstract representation.

Student develops increased attention to details of his physical life.

(Note: All dance discipline has the fringe benefit of allowing a person to rid himself of annoying movement habits by teaching him to concentrate his energy and to relax all other muscles. It makes him conscious of all his movements. This factor in itself could be sufficient reason to include dance training in the makeup of someone who must continually present himself for observation: i.e., teachers.)

Character Studies

Students discuss the projection of emotion, personality, the dancer's face, the dancer as actor and masks and dancing, drawing from the studio theatre experience. Each dancer prepares a short character sketch and presents it to the class.

Objective:

Student recognizes the connection between dancing and acting.

Outside assignments

Using Curt Sachs, A History of the Dance, and whatever other research materials he cares to (costume books, anthropology books) the student prepares for the last day of class a five to ten minute lecture demonstration on a period or regional dance (may include comments on musical instruments, religious significance, costumes).

Objective:

Development of a critical awareness of dance as a cultural phenomena; development of the techniques of researching a dance for authentic recreation.

This last assignment may be done in conjunction with his final narrative presentation or with his mask.

Studio Theatre Experience (twice a week - two hours each session)

The first group of class hours is devoted to basic creative experiences in the theatre. The second group is divided into lectures in theatre history and discussion of dramatic forms; the third is devoted to preparation of a finished study.

The following is a sequential account of the theatre studio component

Description:

One hour lecture on qualities essential to drama dialogue, impersonation, spectators.

Comments on ritualistic vs. formalistic drama.

Nature and types of conflict.

Emphasis on essence of drama as distinct from other types of expressions: mime, ballet, written drama.

Conclude with introduction to impersonation.

Assignment of selection of story which can be adapted to Readers theatre and presented finally as play, film or dance.

Objective:

Identification of the elements and distinctions made above.

Improvisation - Acting

Description:

Each student individually does exercises in sensory recall, mental recall.

Students practice with two or three person exercises

Emphasis on action-reaction pattern in human behavior

Expressed through actor's instrument

Objective:

To teach awareness of body, voice, face as communicating instruments that must project through space to audience-receiver.

Recognize importance of conveying a simple series of actions that relate a simple story

Recognize difference between idea and narrative projection; i.e., between abstraction and story telling

Directing - improvisation - four hours

Description:

Students stage spontaneously other class members in simple four to eight person scenes familiar to student's background (sailboat, picnic, small boy in barbershop, beauty parlor, dormitory floor meeting, suburban Saturday morning).

Pantomime or nonrepresentational dialogue (abc's)

Objective:

Develop techniques of use of actors in space and movement to convey idea or story; develop communication techniques for director to get actors to respond to his ideas

Directing - composition field work - two hours

Description:

During class time each student photographs (with a poloroid camera) subjects with a view to photographic composition. Students work in teams of three to five and comment on each other's photos.

Objectives:

Learn to perceive principles of composition within a fixed frame; to perceive and select details with care; to discover undersirability of inadvertent or accidental details within frame.

Directing - Acting: the face as Mask - four hours

Slide showing of masks in ritual and drama -- non-westerr traditions included.

Discussion of face as expressive media

Each student creates a makeup for his own face of a character or an animal; Class responds and discusses

Demonstration of mask-making techniques (films and materials in class)

Outside Assignment:

Each student builds a mask for his story adaptation

Objective:

Recognition of role of face and masks in drama; utilization of craft skills in developing a mask.

Directing - Choreography: Idea - four hours

Description:

Each student has been given a card with an "idea" word printed on it. (e.g., "freshness," "steam shovel," "flowers opening"). He selects music expressive of this idea, and in class stages a one-minute dance expressive of this idea. Class evaluates them for success in communication of idea, artistic merit, quality of movement.

Objective:

Development of techniques of communication with dance movement and stage composition, development of critical criteria.

Directing - Choreography: Narrative - four hours

Description:

Each student prepares in class a presentation of his selected study story material in pantomime and dance, using music selectively or throughout (not to exceed 3 minutes each).

Plotline and major characters to be defined.

Class criticism of each other's work

Objective:

Student learns to distill the essence of a story and to translate it into non-verbal media.

He develops further both his ability to convey his intentions

to performers and his techniques for augmenting the actors' performances.

Directing - Readers' Theatre

Description:

Each student brings to class copies of a story which is adapted for readers' theatre (copies for each student), then selected portions are read and criticized using following criteria: elements of conflict, universality of theme, completeness and coherence of treatment, novelty and/or suspense of story development.

Objective:

Recognize and evaluate narrative devices.

Recognize distinction between narrated and impersonated action.

Theatre History

For the first hour of four sequential sessions students view a presentation of film slides, taped music and narration surveying theatre history, showing the physical theatre setting and development, significant dramatic figures from each major period, and dance traditions from each period. Tapes, slides and films operate simultaneously.

Classical Theatre

Origins in dance and religion, parallel developments in Noh drams, Indonesian Shedon Plays and epic tradition.

Greek and Roman traditions

Itinerant acting after fall of Rome

Medieval, Renaissance and Baroque

Mystery, Miracle and Morality settings

Italian and English Renaissance

Ballet du Cour and Opera

Baroque machinery and Neoclassicism

1750 - 1870

Romantic drama - sentimental comedy, domestic tragedy

Theatre expansion to America

10th Century Scenic traditions

Modern and Contemporary

Realism and Naturalism

Theatricalism, Expressionism, Epic Theatre theatrical borrowings from other Fine Arts

Multiple Media presentations internationalization and Cross culturization of theatre

Accompaning these presentations would be an outline of styles, names, dates for student's reference. Student is referred to Brockett History of the Theatre for further discussion.

Objective:

To become aware of the development of theatre in the western and non-western tradition, the heritage of the modern theatre and the theatre as a cultural phenomenon.

To identify techniques which can be utilized in students' own dramatic work

Dramatic Literature - four hours

The second hour of each of these above sessions is devoted to discussions of dramatic forms.

Comedy : - two hours

Description:

Student assigned three comic plays
The Imaginary Invalid
You Can't Take It With You
A Funny Thing Happened on the Way to the Forum

Discussion is based on these plays and comic film (Laurel and Hardy or Marx Brothers)

Objective:

To recognize the function of the incongruous and other comic devices, identification of the difference between comedy of wit, manners, sentimental comedy, farce, and burlesque.

To recognize the universality of comedy.

Drama - two hours

Description:

Student reads four plays and sees two films. Discussion of various types of drama, principles of dramatic criticism (including Aristotle).

Drama:
The Diary of Anne Frank
The Master Builder
Joe Egg
The Homecoming

Films:
The Graduate
North by Northwest

Films are available on a check-out basis and students can see them at their leisure.

Objective:

To recognize differences between tragedy, melodrama, psycho-drama, and games playing or creative dramatics.

To observe drama as social criticism.

To identify audience response.

Final Presentation: - eight hours

Description:

Last four sessions are reserved for the presentations and critical discussions of the final form each students story has assumed - film, dance or play. Length is limited to maximum 20 minutes, no minimum. Outside audience is permitted, outside performers permitted.

Objective:

To gain experience in performance situation. (Criteria of judgment are success of communication, unity of form and total development of idea rather than sophistication of performers.)

To increase critical awareness.

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*OBJECTIVES    DISCOVERY OF CORRECT BODY ALIGNMENT AND PLACEMENT OF BODY  00901022
               WEIGHTS.  LEARNING THE SENSATIONS OF CENTERING AND EXCEN-  00901023
               TERING.  RECOGNITION OF BASIC MUSCLE STRUCTURE.           00901024
*PREREQUISITES BLANK                                                     00901025
*EXPERIENCE    DANCE AND DRAMA                                           00901011
               BODY PLACEMENT, TECHNIQUE AND WEIGHT CENTERING/EXCEN-     00901012
               TERING EXERCISES SITTING WITH LEGS CROSSED IN FRONT.      00901013
               DANCER ALIGNS HIPS, TORSO, CHEST, SHOULDERS AND HEAD-     00901014
               FEELING SENSATION OF STRAIGHT BACK, CENTERED WEIGHT,      00901015
               RELAXED ARMS, SHOULDERS.  THEN, BEGINNING IN PELVIC       00901016
               MUSCLES HE LIFTS BODY OFF CENTER AND RETURNS IT TO CENTER/ 00901017
               BENDING BACK AND SIDEWAYS ARM, SHOULDER AND HEAD COOR-     00901018
               DINATE MOVEMENTS ARE ADDED.  THIS IS THE FIRST EXERCISE -  00901019
               AND IS REPEATED AT THE BEGINNING OF EACH OF THE FIRST      00901020
               3-4 SESSIONS - LATER IN KNEELING AND STANDING POSITIONS.   00901021
*SETTING       COLLEGE - SMALL GROUP                                     00901010
*MATERIALS     DANCE STUDIO, LEOTARDS, TIGHTS, ACCOMPANIEST  MIRROR      00901005
*LEVEL         ALL GRADES                                                00901008
*GENERAL       ALL CANDIDATES                                            00901007
*HOURS         1/2 HR FIRST TIME  LATER 5-10 MIN.                        00901006
*EVALUATION    EXECUTION OF EXERCISE WITH MINIMAL EXCESS TENSION.        00901026
               DYNAMOM CONTROL, FLUIDITY.  USE OF CORRECT ALIGNMENT IN   00901027
               FUTURE MOVEMENT.                                          00901028
*FILE          DANCE  ALIGNMENT EXERCISES  STUDIO                        00901009
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*OBJECTIVES    DISCOVERY OF MOVEMENT SENSATIONS  CONTRACTION, RELAXATION, 00902024
               EXTENSION.  CONCENTRATION OF MOVEMENT SENSATIONS AT WILL.  00902025
*PREREQUISITES PREVIOUS DANCE MODULES.                                    00902026
*EXPERIENCE    DANCE AND DRAMA                                           00902011
               CONTRACTION TECHNIQUE, RELAXATION, EXTENSION EXERCISES    00902012
               BEGINNING BY LYING ON BACK ON FLOOR DANCER IS TOLD TO REL- 00902013
               AX THOROUGHLY, THEN TO CONCENTRATE TENSION IN VARIOUS      00902014
               PARTS, MAINTAINING RELAXATION ELSEWHERE - SPECIAL ATTEN-   00902015
               TION TO FACE AND HAND MUSCLES.  EXERCISES INCREASE IN      00902016
               COMPLEXITY E.G. DANCER IN KNEELING POSITION CONTRACTS      00902017
               PELVIC MUSCLES, IN STANDING POSITION CONTRACTS SIDE TORSO  00902018
               MUSCLES ALTERNATELY, EXTENDS RIGHT ARM AND LEG, EXTENDS    00902019
               DIAGONALLY FOCUS OF EXERCISE IN AN CONCENTRATION OF        00902020
               TENSION AND RELAXATION OF OTHER PARTS/ DIFFERENTIATION     00902021
               BETWEEN EXTENSION AND CONTRACTION.  EXERCISES OF THIS      00902022
               TYPE ARE REPEATED EVERY TECHNIQUE SESSION.                 00902023
*SETTING       COLLEGE - SMALL GROUP                                     00902010
*MATERIALS     DANCE STUDIO, LEOTARDS, TIGHTS, MIRROR                    00902005
*LEVEL         ALL GRADES                                                00902008
*GENERAL       ALL CANDIDATES                                            00902007
*HOURS         10 - 20 MIN.                                              00902006
*EVALUATION    EXECUTION EXERCISES WITH CONTROL AND FLUIDITY.            00902027
               DISCIPLINED MOVEMENT IN FUTURE EXERCISES.  ABILITY TO     00902028
               CONTROL TENSION IN BODY GENERALLY.                        00902029
*FILE          DANCE  TENSION RELAXATION  STUDIO                         00902009
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*OBJECTIVES    RECOGNITION AND USE OF CORRECT AND SAFE PLACEMENT OF      00903017
               BODY PARTS - ESPECIALLY LEGS AND FEET.                    00903018
*PREREQUISITES DANCE MODULES 9.1                                         00903019
*EXPERIENCE    DANCE AND DRAMA                                           00903011
               TECHNIQUE STUDIO                                          00903012
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                PLACEMENT OF BODY PARTS                                          00903013
                DEMONSTRATION AND EXERCIZES IN CORRECT USE OF LEGS, FEET,        00903014
                TORSO, ARMS IN PARALLEL, TURNED OUT, PLIE AND RELEVE             00903015
                POSITIONS.                                                       00903016
*SETTING        COLLEGE - SMALL GROUP                                            00903010
*MATERIALS      BLANK                                                            00903005
*LEVEL          ALL GRADES                                                       00903008
*GENERAL        ALL CANDIDATES                                                   00903007
*HOURS          10 MIN.                                                          00903006
*EVALUATION     CONTINUED CORRECT USAGE OF BODY IN FUTURE EXERCISES.             00903020
                TEACHER CHECKS AND CORRECTS STUDENT IN VARIOUS BODY              00903021
                POSITIONS ABOVE.                                                 00903022
*FILE           DANCE   LEG AND FEET PLACEMENT   STUDIO                         00903009
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*OBJECTIVES     DISCOVERY OF LOCOMOTION SENSATIONS  LOSS AND RECOVERY OF         00904022
                BALANCE, UNDERCURVE, OVERCURVE, NATURAL OPPOSITION OF ARMS       00904023
                AND LEGS.  DEVELOPMENT OF GRACE AND FLUIDITY IN LOCOMOTION       00904024
*PREREQUISITES PREVIOUS TECHNIQUE MODULES  001-003                               00904025
*EXPERIENCE     DANCE AND DRAMA                                                  00904011
                TECHNIQUES /LOCOMOTION                                           00904012
                DANCERS MOVE ACROSS THE ROOM IN SLOW WALKS  1. RELAXED           00904013
                LEG  2. EXTENDED LEG AND FOOT  3. ACCOMPANY WALK WITH            00904014
                SWINGING ARMS  4. RELEVE AND PLIE ADDED IN TRIPLET               00904015
                RHYTHM  DANCERS WALK - 1. SLOWLY SHOWING UNDER-                  00904016
                CURVE PATTERN  2. ADDING AIR, NOTE EXTENDED FEET,                00904017
                SWINGING ARMS ADD SPEED.                                         00904018
                DANCERS LEAP  1. SLOWLY SHOWING OVERCURVE PATTERN                00904019
                2.  ALTERNATING RHYTHM PATTERNS A. LEAP, RUN, LEAP               00904020
                B. RUN, RUN, LEAP                                                00904021
*SETTING        COLLEGE  -  SMALL GROUP                                          00904010
*MATERIALS      DANCE STUDIO, LEOTARDS, TIGHTS                                   00904005
*LEVEL          ALL GRADES                                                       00904008
*GENERAL        ALL CANDIDATES                                                   00904007
*HOURS          15-20 MIN EACH TIME                                              00904006
*EVALUATION     EASE AND FLUIDITY IN EXECUTION OF EXERCISE.  GRACE               00904026
                IN FUTURE MOVEMENT.                                              00904027
*FILE           DANCE   LOCOMOTION   STUDIO                                      00904009
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*OBJECTIVES     DEVELOPMENT OF STRONGER AND MORE FLEXIBLE MUSCLES TO             00905026
                INCREASE MOVEMENT POTENTIAL.                                     00905027
*PREREQUISITES PREVIOUS DANCE MODULES                                            00905028
*EXPERIENCE     DANCE AND DRAMA                                                  00905011
                TECHNIQUE  SOME OF THESE TO BE EXECUTED AT EACH SESSION          00905012
                DEVELOPMENT OF STRENGTH AND FLEXIBILITY IN MUSCLES               00905013
                1.  FEET - MATIERENTS, PLIE - RELEVE, FRANCES  2. LEGS -         00905014
                SEATED, STRIDE POSITION STRETCHES, LEG SWINGS DEVELOPES,         00905015
                ATTITUDES, PLIES IN ALL POSITIONS.                               00905016
                3. PELVIS - LEG LIFTS LYING ON BACK, PARALLEL LEG                00905017
                EXTENSIONS IN SEATED POSITION.  4. BACK - KITTY CURL             00905018
                ALTERNATE ARCHING AND ROUNDING OF SPINE, ON STOMACH              00905019
                EXTEND ARMS AND LEGS IN AIR, PELVIC CONTRACTIONS IN              00905020
                TAILOR SIT POSITION, FLAT BACK BOUNCES.  5. SHOULDERS -          00905021
                ALTERNATE ROLLING AND EXTENDING, ARM SWINGS  6. WAIST AND        00905022
                TORSO - STRETCHES FRONT, SIDE AND BACK, BODY SWINGS.  7.         00905023
                NECK AND HEAD - ROLLS, SHARP TURNS  8. ARMS - VARIOUS            00905024
                POINTED BRAS SERIES.                                             00905025
*SETTING        COLLEGE  -  SMALL GROUP                                          00905010
*MATERIALS      DANCE STUDIO, MIRROR, BARRE                                      00905005
*LEVEL          ALL GRADES                                                       00905008
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*GENERAL        ALL CANDIDATES                                                  00905007
*HOURS          20 MIN. EACH SESSION                                            00905006
*EVALUATION     EXECUTION OF EXERCISES ABOVE.  USE OF MUSCLES IN DANCE          00905029
                MOVEMENTS IN FUTURE CLASS EXERCISES.                            00905030
*FILE           DANCE  STREGTHENING STRETCHING   TECHNIQUE STUDIO              00905009
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*OBJECTIVES     DEVELOPMENT OF BALANCE TECHNIQUES                               00906017
*PREREQUISITES PREVIOUS DANCE MODULES                                           00906018
*EXPERIENCE     DANCE AND DRAMA                                                 00906011
                TECHNIQUE STUDIO                                                00906012
                BALANCE EXERCISES   PRESENT INCREASINGLY COMPLEX ADAGIO         00906013
                MOVEMENTS AWAY FROM THE BARRE  (E.G. PLIE - RELEVE IN           00906014
                ATTITUDE, DEVELOPPES PROMENADE, PORTE DE BRAS IN ATTITUDE,      00906015
                LEG SWINGS)  THESE WILL BE DONE AT LATER SESSIONS.              00906016
*SETTING        COLLEGE - SMALL GROUP                                           00906010
*MATERIALS      DANCE STUDIO, MIRROR - ACCOMPANIEST                             00906005
*LEVEL          ALL GRADES                                                      00906008
*GENERAL        ALL CANDIDATES                                                  00906007
*HOURS          10 MINUTES                                                      00906006
*EVALUATION     EXECUTION OF ADAGIO EXERCISES.                                  00906019
*FILE           DANCE   BALANCE EXERCISES -ADAGIO   TECHNIQUE STUDIO           00906009
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*OBJECTIVES     STRONG RESPONSE TO RHYTHMIC STIMULUS.  CONTROL OF               00907017
                MOVEMENT IN RHYTHMIC PATTERNS.                                  00907018
*PREREQUISITES   BLANK                                                          00907019
*EXPERIENCE     DANCE AND DRAMA                                                 00907011
                TECHNIQUE/RYTHMIC RESPONSE                                      00907012
                ALL DANCE EXERCISES ARE EXECUTED IN RHYTHMIC PATTERNS.          00907013
                SOMETIMES BEATEN OUT ON DRUM, SOMETIMES COUNTED BY              00907014
                TEACHER, SOMETIMES PLAYED ON PIANO.  DANCERS ARE EXPECTED       00907015
                TO EXECUTE THEIR MOVEMENTS IN ACCORDANCE WITH THE RHYTHMS.      00907016
*SETTING        COLLEGE  -  SMALL GROUP                                         00907010
*MATERIALS      DANCE STUDIO, DRUM - PIANO  ACCOMPANIEST                        00907005
*LEVEL          ALL GRADES                                                      00907008
*GENERAL        ALL CANDIDATES                                                  00907007
*HOURS          10                                                              00907006
*EVALUATION     REGULAR EXECUTION OF EXERCISES.  RESPONSE TO RHYTHM IN          00907020
                CREATIVE WORK.                                                  00907021
*FILE           DANCE   RHYTHMN   STUDIO                                        00907009
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*OBJECTIVES     INTRODUCTION TO FREEDOM OF MOVEMENT FOR LATER IMPROVISATI-      00908015
                ONS.                                                            00908016
*PREREQUISITES WARM UP TECHNIQUE SESSION                                        00908017
*EXPERIENCE     DANCE AND DRAMA  STUDIO DANCE IMPROVISATION EXCERCISE A         00908011
                STUDENTS RESPOND TO SINGLE COMMANDS SIT, RUN, LIE DOWN,         00908012
                SKIP, HOP, WALK SLOWLY ETC.  WHOLE GROUP WORKS AT THE SAME      00908013
                TIME FIRST AND HALF OBSERVE OTHER HALF.                         00908014
*SETTING        COLLEGE SMALL GROUP (1-12 STUDENTS)                             00908010
*MATERIALS      DANCE STUDIO                                                    00908005
*LEVEL          ALL GRADES                                                      00908008
*GENERAL        ALL CANDIDATES                                                  00908007
*HOURS          10 MIN.                                                         00908006
*EVALUATION     FREEDOM AND VARIETY OF MOVEMENT IN LATER EXCERCISES             00908018
*FILE           DANCE INPROVISATION STUDIO                                      00908009
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|---|---|---|
| *OBJECTIVES | DEVELOP FREEDOM AND INVENTIVENESS IN MOVEMENT RID DAN- | 00909019 |
| | CER OF INHIBITIONS ABOUT EXPRESSING SELF IN TOTAL PHYSI- | 00909020 |
| | CAL INVOLVEMENT. | 00909021 |
| *PREREQUISITES | PREVIOUS DANCE MODULES | 00909022 |
| *EXPERIENCE | DANCE AND DRAMS DANCE STUDIO IMPROVISATIONS A DANCERS OB- | 00909011 |
| | SERVE EACH OTHER'S IMPROVISATIONS WITH INCREASING SUBTLETY | 00909012 |
| | OF STIMULI AND COMPLEXITY OF RESTRICTIONS. DANCERS IM- | 00909013 |
| | PROVISE DURING PORTIONS OF 4 STUDIO SESSIONS. STIMULI - | 00909014 |
| | MUSIC, PAINTING, POETRY, RHYTHMIC PATTERNS SINGLE WORDS | 00909015 |
| | RESTRICTIONS - MAINTAIN ONE LEVEL, KEEP CONTACT WITH A | 00909016 |
| | PERSON, RELATE TO A GROUP OF THREE OR FOUR, USE PERCUSSIVE | 00909017 |
| | /SWINGING/SUSTAINED MOVEMENT ETC. | 00909018 |
| *SETTING | COLLEGE SMALL GROUP (1-12 STUDENTS) | 00909010 |
| *MATERIALS | RHYTHM INSTRUMENTS, TAPE, SLIDES AND PROJECTORS | 00909005 |
| *LEVEL | ALL GRADES | 00909008 |
| *GENERAL | ALL CANDIDATES | 00909007 |
| *HOURS | 10-15 MIN IN EACH OF 4 SESSIONS | 00909006 |
| *EVALUATION | INCREASED FREEDOM AND INVENTIVENESS IN LAST IMPROVISATION | 00909023 |
| | SESSIONS. VARIETY OF MOVEMENT USED IN COMBINATION PAT- | 00909024 |
| | TERNS. | 00909025 |
| *FILE | DANCE IMPROVISATION STUDIO | 00909009 |

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|---|---|---|
| *OBJECTIVES | LEARNING TO THINK CREATIVELY IN DANCE PATTERNS. LEARNING | 00910001 |
| | TEACHING SKILLS ASSOCIATED WITH BODY MOVEMENT. (I.E. SEG- | 00910018 |
| | MENTATION, DEMONSTRATION, CORRECTION) . RECOGNITION OF | 00910019 |
| | PROBLEMS IN LEARNING PHYSICAL SKILLS. | 00910020 |
| *PREREQUISITES | PREVIOUS MODULES IN DANCE | 00910021 |
| *EXPERIENCE | DANCE AND DRAMA. STUDIO. COMBINATIONS OF MOVEMENTS. EACH | 00910011 |
| | STUDENT INVENTS AND TEACHES TO FELLOW DANCERS 2-3 SETS OF | 00910012 |
| | MOVEMENT COMBINATIONS EMPHASIZING VARIETY IN LOCOMOTION, | 00910013 |
| | CHANGING RHYTHMS, CHANGING DIRECTION AND LEVELS. STUDENT | 00910014 |
| | IS TOLD TO OBSERVE HOW HE HIMSELF LEARNS MOVEMENT AND HOW | 00910015 |
| | HIS FELLOW DANCERS DO. | 00910016 |
| *SETTING | SMALL GROUP COLLEGE | 00910010 |
| *MATERIALS | DANCE STUDIO | 00910005 |
| *LEVEL | ALL GRADES | 00910008 |
| *GENERAL | ALL CANDIDATES | 00910007 |
| *HOURS | 35-40 MIN IN EACH OF 4 SESSIONS | 00910006 |
| *EVALUATION | ((1) VARIETY AND INVENTIVENESS OF LATER COMPOSITIONS COM- | 00910022 |
| | PARED TO EARLY ONES. (2) SPEED AND ACCURACY IN LEARNING | 00910023 |
| | TO EXECUTE COMBINATIONS. (3) SPEED AND ACCURACY IN TEACH- | 00910024 |
| | ING COMBINATIONS (4) FLUIDITY AND GRACE IN EXECUTION OF | 00910025 |
| | COMBINATIONS. | 00910026 |
| *FILE | DANCE COMBINATIONS STUDIO | 00910009 |

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| *OBJECTIVES | RECOGNITION OF GOALS OF PANTOMIME AS ART FORM IDENTIFICA- | 00910015 |
| | TION OF TECHNIQUES OF MIME | 00910016 |
| *PREREQUISITES | PREVIOUS DANCE MODULES | 00910017 |
| *EXPERIENCE | DANCE AND DRAMA STUDIO FILM - MARCEL MARCEAU (20 MIN.) | 00911011 |
| | CLASS DISCUSSES TECHNIQUES OF MIME SEGMENTATION ANALYSIS | 00911012 |
| | OF MOVEMENT STORY TELLING DEVICES. SLOWING DOWN, CARE AND | 00911013 |
| | PRECISION IN MOVEMENT. | 00911014 |
| *SETTING | COLLEGE SMALL GROUP | 00911010 |
| **MATERIALS | 16 MM PROJECTION EQUIPMENT | 00911005 |
| *LEVEL | ALL GRADES | 00911008 |
| *GENERAL | ALL CANDIDATES | 00911007 |
| *HOURS | 20 MIN. | 00911006 |
| *EVALUATION | PARTICIPATION IN DISCUSSION. SUBSEQUENT MODULES (STUDENTS | 00910018 |
| | DO PANTOMIME) | 00910019 |
| *FILE | DANCE PANTOMIME FILM | 00911009 |

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| •OBJECTIVES | INCREASED ATTENTION TO DETAILS OF DAILY PHYSICAL LIFE ABIL | 00912016 |
| | -ITY TO RECREATE DETAILS IN MIME. | 00912017 |
| •PREREQUISITES | PREVIOUS DANCE MODULES / MARCEAU FILM. | 00912018 |
| •EXPERIENCE | DANCE AND DRAMA STUDIO. MIME EXERCIZES 1. STUDENTS DOES | 00912011 |
| | SHORT PANTOMIME OF AN ORDINARY ACTIVITY. FOLLOW STUDENTS | 00912012 |
| | CRITIQUE FOR ACCURACY OF DETAIL. 2. STUDENT DEVELOPES 2-3 | 00912013 |
| | MINUTE PANTOMIME STUDENTS CRITIQUE STORY TELLING ELEMENTS | 00912014 |
| | AND PRECISION OF DETAIL. | 00912015 |
| •SETTING | COLLEGE | 00912010 |
| •MATERIALS | DANCE STUDIO | 00912005 |
| •LEVEL | ALL GRADES | 00912008 |
| •FORMAT | ALL CANDIDATES | 00912007 |
| •HOURS | 2 HRS. | 00912006 |
| •EVALUATION | STUDENT AND FACULTY EVALUATION OF ACCURACY OF FINAL PANTO- | 00912019 |
| | -MIME. USE OF MIME IN ACTING AND DIRECTING PROJECT IN | 00912020 |
| | SUBSEQUENT MODULES. | 00912021 |
| •FILE | DANCE PANTOMIME STUDIO | 00912009 |

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| •OBJECTIVES | RECOGNITION OF THE DUAL OF DANCE AS AN ART FORM. RECOGNI- | 00913016 |
| | -TION OF THE GOAL TO BE DANCER AS PROFESSIONAL. RECOGNI- | 00913017 |
| | -TION OF THE ABSTRACT AND THE LITERAL IN MOVEMENT EXPRESSIO | 00913018 |
| | -N. | 00913019 |
| •PREREQUISITES | MIME MODULES. TECHNIQUE MODULES. COMBINATION MODULES. | 00913020 |
| •EXPERIENCE | DANCE AND DRAMA A.) SHOW MARINA GRAHAM FILM A DANCERS WORLD | 00913011 |
| | AND STUDENTS TO OBSERVE 1. WHAT GRAHAM MEANS BY FREEDOM | 00913012 |
| | AND DISCIPLINE. 2. THE EMOTIONAL AND NARRATIVE QUALITY OF | 00913013 |
| | THE DANCERS AND CHOREOGRAPHY. B. DISCUSS ABOVE AND NOTE THE | 00913014 |
| | DIFFERENCE BETWEEN DANCE AND PANTOMIME. | 00913015 |
| •SETTING | COLLEGE SMALL GROUP | 00913010 |
| •MATERIALS | 16 MM. PROJECTION EQUIPMENT. | 00913005 |
| •LEVEL | ALL GRADES | 00913008 |
| •FORMAT | ALL CANDIDATES | 00913007 |
| •HOURS | 2½ HRS. FILM 4 HRS. DISCUSSION. | 00913006 |
| •EVALUATION | PARTICIPATION IN DISCUSSION IN ACCORDANCE WITH QUESTIONS | 00913021 |
| | AND OBJECTIVES GIVEN. | 00913022 |
| •FILE | MARINA GRAHAM EMOTIONAL QUALITIES OF DANCING ART FORM | 00913009 |

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| •OBJECTIVES | RECOGNITION OF DANCER AS ACTOR. | 00914016 |
| •PREREQUISITES | PREVIOUS ACTING AND DIRECTING MODULES THE MASK STORY | 00914017 |
| | TELLING WHAT IS DRAMA. | 00914018 |
| •EXPERIENCE | DANCE AND DRAMA. DANCE STUDIO. CHARACTER STUDY A. DISCUSS | 00914011 |
| | BRIEFLY MOOD A DANCER PROJECTS ARE. PERSONALITY. MOOD EMOTI | 00914012 |
| | -ONAL EXPRESSION OF FACE USE OF MASKS. STUDENT EXPECTED TO | 00914013 |
| | DRAW UPON STUDIO THEATRE EXPERIENCE AND TO INDICATE DIF- | 00914014 |
| | FERENCE BETWEEN LITERAL AND ABSTRACT EXPRESSION OF ABOVE. | 00914015 |
| •SETTING | COLLEGE SMALL GROUP | 00914010 |
| •MATERIALS | BLANK | 00914005 |
| •LEVEL | ALL GRADES | 00914008 |
| •FORMAT | ALL CANDIDATES | 00914007 |
| •HOURS | 2½ HRS. | 00914006 |
| •EVALUATION | STUDENTS UTILIZATION OF POINTS DISCUSSED IN CHARACTER STUDY. | 00914019 |
| •FILE | DANCE CHARACTER STUDY STUDIO | 00914009 |

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| •OBJECTIVES | LEARNING TO PROJECT MOOD, PERSONALITY, EMOTION IN DANCE. | 00915018 |
| | LEARNING TO KEEP THE FACE EXPRESSIVE. | 00915019 |
| •PREREQUISITES | PREVIOUS DANCE AND DRAMA MODULES | 00915020 |
| •EXPERIENCE | DANCE AND DRAMA. DANCE STUDIO. CHARACTER STUDY. B. STU- | 00915011 |
| | DENT PREPARES SHORT DANCE DEFINING A CHARACTER. STUDENT | 00915012 |

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| | CRITIQUES 15-20 SEC. NO ACCOMPANIMENT. C. EXPANDS SKETCH | 00915013 |
| | INTO 1-2 MIN. CHARACTER STUDY/DANCE STUDY | 00915014 |
| | INTO 1-2 MIN. CHARACTER STUDY/DANCE. STUDENT GROUP CRITI- | 00915015 |
| | QUES. DANCER MAY SELECT MUSIC POEM/ SLIDE TO ACCOMPANY | 00915016 |
| | STUDY. | 00915017 |
| *SETTING | COLLEGE SMALL GROUP | 00915018 |
| | DANCE STUDIO, TAPE RECORDER, SLIDE PROJECTORS, ACCOMPANI- | 00915005 |
| | EST, RECORD PLAYER. | 00915006 |
| *LEVEL | BLANK | 00915008 |
| *GENERAL | BLANK | 00915007 |
| *HOURS | 3 1/2 HRS. | 00915006 |
| *EVALUATION | STUDENTS CRITIQUE BY DISCUSSING THEIR PERCEPTION OF INTEN- | 00915021 |
| | DED PROJECTION. | 00915022 |
| *FILE | DANCE CHARACTER STUDY STUDIO | 00915004 |

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| *OBJECTIVES | STUDENT LEARNS TECHNIQUES OF RESEARCHING DANCE FOR ACCUR- | 00916016 |
| | ATE RECREATION. EXPERIENCES PRESENTATION OF DANCES A A | 00916017 |
| | CULTURAL PHENOMENON. | 00916018 |
| *PREREQUISITES | LIBRARY SKILLS PREVIOUS DANCE MODULES. | 00916019 |
| *EXPERIENCE | DANCE AND DRAMA PREPARE LECTURE DEMONSTRATION (5-1- MIN.) | 00916011 |
| | ON A REGIONAL OR PERIOD DANCE COSTUMES, MUSIC, SOCIOLOGIC | 00916012 |
| | -AL SETING (RELIGIOUS SIGNIFICANCE, RITUAL ASPECTS ETC.). | 00916013 |
| | PRESENT IT TO CLASSMATES DURING FINAL STUDIO SESSIONS | 00916014 |
| | SLIDES, FILM, DANCERS MAY BE USED. | 00916015 |
| *SETTING | INDEPENDENT COLLEGE | 00916010 |
| *MATERIALS | CURT SACKS, WORLD HISTORY OF THE DANCE PHOTOGRAPHIC DUPLI- | 00916005 |
| | CATION MATERIAL | 00916005 |
| *LEVEL | ALL GRADES | 00916008 |
| *GENERAL | ALL CANDIDATES | 00916007 |
| *HOURS | 2-4 HRS. | 00916006 |
| *EVALUATION | THOROUGHNESS OF PRESENTATION. | 00916020 |
| *FILE | LECTURE DEMONSTRATION DANCE RESEARCH | 00916009 |
| *ABSTRACT | | |
| *OBJECTIVES | RECOGNITION OF DRAMA AS AN ART FORM. RECOGNITION OF DRAMA | 00917018 |
| | AS A CULTURAL PHENOMENON. | 00917019 |
| *PREREQUISITES | NONE | 00917019 |
| *EXPERIENCE | DANCE AND DRAMA, THEATRE STUDIO. INTRODUCTION LECTURE | 00917011 |
| | A. ESSENTIAL QUALITIES OF DRAMA DIALOGUE, IMPERSONATION | 00917012 |
| | (MIMESIS) SPECTATOR-AUDIENCE (ORIGINS AS CELEBRANTS). B. | 00917013 |
| | DISTINCTION BETWEEN DRAMA AND OTHER THEATRICAL FORMS, PAN- | 00917014 |
| | TOMIME, BALLET, IMPROVISED INTERLUDES. C. ORIGINS OF DRAMA | 00917015 |
| | IN DANCE (EXTASIS) D. INTRODUCTION TO IMPERSONATION (ACT- | 00917016 |
| | ING) | 00917017 |
| *SETTING | COLLEGE SMALL GROUP | 00917010 |
| *MATERIALS | NONE | 00917005 |
| *LEVEL | ALL GRADES | 00917008 |
| *GENERAL | ALL CANDIDATES | 00917007 |
| *HOURS | 1 HR. | 00917006 |
| EVALUATION | IN FUTURE DISCUSSIONS OF DRAMATIC FORM AND TECHNIQUE. STU- | 00917020 |
| | DENT CAN MAKE DISTINCTIONS DESCRIBED ABOVE. | 00917021 |
| *FILE | DRAMA INTRODUCTION LECTURE | 00917009 |

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| *OBJECTIVES | FOCUS ATTENTION ON BODY, VOICE, FACE AS TOOLS OF COMMUNI- | 00918017 |
| | CATION THRU SPACE TO AUDIENCE. DEVELOP SENSORY RECALL | 00918018 |
| | AS ACTING DEVICE. | 00918019 |
| *PREREQUISITES | DRAMA MODULE 901 | 00918020 |
| *EXPERIENCE | DANCE AND DRAMA | 00918011 |
| | IMPROVISATION - ACTING | 00918012 |
| | SINGLE PERSON EXERCIZES (MAYBE PERFORMED IN GROUPS BUT | 00918013 |

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                ACTORS DO NOT INTERACT)  SENSORY RECALL AND PROJECTION TO  00918014
                AUDIENCE OF HEAT, LIGHT, FOOD ASLEEP, SNEEZING ETC.       00918015
                GROUP CRITIQUES SUCCESS OF COMMUNICATION.                 00918016
*SETTING        SMALL GROUP  -  COLLEGE                                   00918010
*MATERIALS        THEATRE STUDIO                                          00918005
*LEVEL          ALL GRADES                                                00918008
*GENERAL        ALL CANDIDATES                                            00918007
*HOURS          2                                                         00918006
*EVALUATION     GROUP EVALUATION OF SENSORY COMMUNICATION.                00918021
*FILE           DRAMA    ACTING     IMPROVISATION                         00918009
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*OBJECTIVES     RECOGNIZE TECHNIQUES OF CONVEYING SIMPLE NARRATIVE        00919019
                DEVELOP SENSITIVITY TO CONFLICTS IN DRAMATIC SITUATIONS.  00919020
                DEVELOP USE OF REACTION AS ACTING TECHNIQUE.              00919021
*PREREQUISITES   PREVIOUS DRAMA MODULES                                   00919022
*EXPERIENCE     DANCE AND DRAMA                                           00919011
                IMPROVISATION ACTING 3  STUDENTS ARE GIVEN 2-3 PERSON     00919012
                IMPROVISATION EXERCIZES  E.G. MEETING WIFE'S OLD BOY      00919013
                FRIEND  EXPLAINING BROKEN DISH TO GRANDMOTHER INTRODUC-   00919014
                ING ODD FRIEND TO STAID PARENTS.  EMPHASIS ON RECALLING   00919015
                AND COMMUNICATING ACTION - REACTION PATTERN IN HUMAN      00919016
                BEHAVIOR.  STUDENTS COMMENT ON RELATIVE SUCCESS OF        00919017
                VARIOUS IMPROVISATIONS.                                   00919018
*SETTING        COLLEGE  -  SMALL GROUP                                   00919010
*MATERIALS      THEATRE STUDIO                                            00919005
*LEVEL          ALL GRADES                                                00919008
*GENERAL        ALL CANDIDATES                                            00919007
*HOURS          2                                                         00919006
*EVALUATION     STUDENT EVALUATIONS OF IMPROVISATIONS ACCORDING TO        00919023
                OBJECTIVES.  USE OF ACTION - REACTION PATTERNS IN SUB-    00919024
                SEQUENT DIRECTING AND ACTING EXERCISES.                   00919025
*FILE           DRAMA    ACTING    IMPROVISATION                          00919009
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*OBJECTIVES     DEVELOP SKILL IN USING STAGE SPACE.  DEVELOP SKILL IN     00920022
                COMMUNICATING TO ACTORS.                                  00920023
*PREREQUISITES PREVIOUS DRAMA MODULES                                     00920024
*EXPERIENCE     DANCE AND DRAMA                                           00920012
                THEATRE STUDIO                                            00920013
                DIRECTING IMPROVISATION  EACH STUDENT IS GIVEN IN CLASS   00920014
                A FAMILIAR SCENE TO STAGE WITH FELLOW STUDENTS  4-8        00920015
                PERSONS (E.G. SAILBOAT PICNIC, BOY IN BARBERSHOP, BEAUTY  00920016
                PARLOR, DORMITORY FLOOR MEETING)                          00920017
                HE MAY USE PANTOMIME OR NON REPRESENTATIONAL DIALOGUE     00920018
                (ACTIONS SAY ABC'S OR NUMBERS).  CLASS CRITIQUES COMMUNI-  00920019
                CATION OF EVENT, FOCUS ON MAIN ACTION.                    00920020
                                                                          00920021
*SETTING        COLLEGE  -  SMALL GROUP                                   00920011
*MATERIALS      SIMPLE PROPS - CHAIRS, TABLES, STOOLS, SCREENS            00920006
*LEVEL          ALL GRADES                                                00920009
*GENERAL      ALL CANDIDATES                                              00920008
*HOURS        4                                                           00920007
*EVALUATION     AUDIENCE PERCEPTION OF PRESENTED SCENCE.                  00920025
*FILE           DRAMA    DIRECTING    IMPROVISATION                       00920010
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*OBJECTIVES     LEARN TO PERCIEVE COMPOSITIONAL FACTORS.  DEVELOP SELECTI-00921021
                VITY IN DETAIL.                                           00921022
*PREREQUISITES  PREVIOUS MODULES                                          00921023
*EXPERIENCE     DANCE AND DRAMA                                           00921011
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| | STUDIO THEATRE | 00921012 |
| | DIRECTING COMPOSITION - FIELD WORK | 00921013 |
| | DURING ONE TWO HOUR SESSION STUDENTS IN GROUPS OF 3-4 | 00921014 |
| | PHOTOGRAPH INANIMATE OBJECTS. THEY CRITICIZE THEIR OWN | 00921015 |
| | AND EACH OTHERS PHOTOGRAPHS FOR SUCCESS IN COMPOSITION IN | 00921016 |
| | A FIXED FRAME NOTING ELEMENTS OF BALANCE, FOCUS, LINE, | 00921017 |
| | CONTRAST. STUDENTS SELECT BEST 2 OR 3 PICTURES AND PRE- | 00921018 |
| | SENT TO TEACHER WITH REASONS FOR SELECTION AND RECOMMEND- | 00921019 |
| | ATIONS FOR IMPROVEMENT. | 00921020 |
| •SETTING | COLLEGE - BLANK | 00921010 |
| •MATERIALS | POLAROID CAMERAS | 00921005 |
| •LEVEL | ALL GRADES | 00921008 |
| •GENERAL | ALL CANDIDATES | 00921007 |
| •HOURS | 2 | 00921006 |
| •EVALUATION | VALIDITY OF REASONS FOR SELECTION AND CRITICAL COMMENTS IN | 00921024 |
| | PICTURES TURNED IN TO TEACHER. MERIT OF COMPOSITION | 00921025 |
| | IN LATER EXERCISES. | 00921026 |
| •FILE | DIRECTING COMPOSITION PHOTOGRAPHS SELECTIVITY OF DETAIL | 00921009 |

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| •OBJECTIVES | RECOGNITION OF THE ROLE OF MASKS IN PRESENTING A | 00922018 |
| | CHARACTER. OPPORTUNITIES FOR UTILIZATION OF MASK IN | 00922019 |
| | MIMETIC ACTIVITY. | 00922020 |
| •PREREQUISITES | PREVIOUS THEATRE MODULES | 00922021 |
| •EXPERIENCE | DANCE AND DRAMA | 00922011 |
| | THEATRE STUDIO | 00922012 |
| | THE FACE AND THE MASK A | 00922013 |
| | A. SLIDE AND FILM PRESENTATION OF MASKS IN RITUAL AND | 00922014 |
| | DRAMA. GREEKS ORIENTAL AFRICAN S. AMERICAN | 00922015 |
| | B. DISCUSSION OF 1. THE FIXED MASK AND ITS DRAMATIC | 00922016 |
| | POTENTIAL 2. MAKE UP AS A MASK 3. THE FACE AS A MASK. | 00922017 |
| •SETTING | COLLEGE - SMALL GROUP | 00922010 |
| •MATERIALS | SLIDE AND FILM PROJECTORS | 00922005 |
| •LEVEL | BLANK | 00922008 |
| •GENERAL | BLANK | 00922007 |
| •HOURS | 1 | 00922006 |
| •EVALUATION | UTILIZATION OF IDEAS ABOVE IN STUDENTS MAKE UP AND | 00922022 |
| | MASK MAKING. | 00922023 |
| •FILE | DRAMA MASKS LECTURE DISCUSSION | 00922009 |

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| •OBJECTIVES | ACQUAINTANCE WITH TECHNIQUES OF MAKEUP. RECOGNITION OF | 00923017 |
| | TRANSFORMATION POSSIBILITIES OF OWN FACE. | 00923018 |
| •PREREQUISITES | THEATRE MODULE 922 | 00923019 |
| •EXPERIENCE | DANCE AND DRAMA | 00923011 |
| | STUDIO THEATRE | 00923012 |
| | MASKS B | 00923013 |
| | B. IN CLASS STUDENT DOES MAKE UP FOR HIS OWN FACE OR A | 00923014 |
| | CHARACTER OR AN ANIMAL. CLASS CRITIQUES AESTHETIC AND | 00923015 |
| | COMMUNICATIVE MERITS OF EACH. | 00923016 |
| •SETTING | COLLEGE - LARGE GROUP | 00923010 |
| •MATERIALS | BLANK | 00923005 |
| •LEVEL | ALL GRADES | 00923008 |
| •GENERAL | ALL CANDIDATES | 00923007 |
| •HOURS | 1 | 00923006 |
| •EVALUATION | CLASS EVALUATION OF SUITABILITY OF MAKEUP TO INTENDED | 00923020 |
| | IDENTITY. | 00923021 |
| •FILE | DRAMA MASK MAKE UP | 00923009 |

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| *OBJECTIVES | FAMILIARITY WITH ONE AREA OF THEATRE CRAFT. TOOLS FOR | 00924018 |
| | UTILIZATION OF IMAGINATION IN A CRAFT SITUATION. | 00924019 |
| *PREREQUISITES | THEATRE MODULES 922 AND 923 | 00924020 |
| *LEARNING GE | DANCE AND DRAMA | 00924011 |
| | THEATRE STUDIO | 00924012 |
| | MASKS 6 | 00924013 |
| | DEMONSTRATION OF MASK MAKING TECHNIQUES INSPECTION OF | 00924014 |
| | SLIDES, MATERIALS ON HAND, FINISHED PRODUCTS. PAPIER | 00924015 |
| | MACHE, GAUZE, CHAPOIS, PAPER BAG, CLAY, PLASTER MODLS, | 00924016 |
| | MASKING TAPE, CELESIC, FIBREGLASS | 00924017 |
| *SOCIAL ING | COLLEGE - SMALL GROUP | 00924010 |
| *MATERIALS | CLAY, CHAPOIS, STRING, GAUZE, STICKY TAPE, PAPIER | 00924005 |
| | MACHE, PAINT, CREPE HAIR, SHELLAC, GLUE HOPE. | 00924006 |
| *LEVEL | ALL GRADES | 00924008 |
| *GENERAL | ALL CANDIDATES | 00924008 |
| *HOURS | 4 | 00924007 |
| *EVALUATION | PRESENTATION OF STUDENTS MASK - UTILIZATION OF THE | 00924021 |
| | SPECIFIC TECHNIQUE EMPLOYED. | 00924022 |
| *FILE | DRAMA MASKS THEATRE CRAFT | 00924009 |

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| *OBJECTIVES | UTILIZATION OF CRAFT MATERIALS IN A THEATRE SITUATION. | 00925015 |
| *PREREQUISITES | MODULES 922, 923, 924. | 00925016 |
| *LEARNING GE | DANCE AND DRAMA | 00925011 |
| | STUDENT MAKES A MASK FOR HIMSELF . THIS MAY BE IN | 00925012 |
| | CONJUNCTION WITH HIS LECTURE DEMONSTRATION IN DANCE OR | 00925013 |
| | WITH HIS FINISHED PRESENTATION OR BOTH. | 00925014 |
| *SOCIAL ING | COLLEGE - INDEPENDENT | 00925010 |
| *MATERIALS | SAME AS MODULE 924 | 00925005 |
| *LEVEL | ALL GRADES | 00925008 |
| *GENERAL | ALL CANDIDATES | 00925007 |
| *HOURS | 6 HOURS | 00925006 |
| *EVALUATION | IMAGINATION AND CREATIVITY IN MASK. APPROPRIATENESS OF | 00925017 |
| | MASK FOR ITS STATED PURPOSE. | 00925018 |
| *FILE | DRAMA MASK CRAFT SKILLS | 00925009 |

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| *OBJECTIVES | DEVELOP TECHNIQUES OF COMMUNICATION IN ABSTRACTION. | 00926021 |
| | DEVELOP PERCEPTUAL QUALITIES OF STAGE COMPOSITION. | 00926022 |
| | DEVELOP DIRECTORIAL TECHNIQUES. | 00926023 |
| *PREREQUISITES | PREVIOUS DANCE AND THEATRE MODULES. DANCE 901-908. | 00926024 |
| | THEATRE 901-911. | 00926025 |
| *LEARNING GE | DANCE AND DRAMA | 00926010 |
| | THEATRE STUDIO | 00926011 |
| | DIRECTING AND CHOREOGRAPHY | 00926012 |
| | EXPRESSING AN IDEA IN DANCE. ONE WEEK BEFORE THIS CLASS | 00926013 |
| | EACH STUDENT IS GIVEN A CARD WITH AN IDEA ON IT. E.G. | 00926014 |
| | FLOWERS OPENING, FRESHNESS, OIL DERRICK, STEAM SHOVEL, | 00926015 |
| | AIRPLANE. HE MUST SELECT MUSIC AND IN CLASS STAGE A 1 | 00926016 |
| | MINUTE DANCE EXPRESSING THIS IDEA IN ITS ESSENCE. - | 00926017 |
| | CLASS RESPONDS BY RELATING THEIR PERCEPTIONS OF THE | 00926018 |
| | IDEA. AESTHETIC MERIT OF THE COMPOSITIONS IS | 00926019 |
| | EVALUATED. | 00926020 |
| *SOCIAL ING | COLLEGE - BLANK | 00926009 |
| *MATERIALS | THEATRE STUDIO | 00926005 |
| *LEVEL | ALL GRADES | 00926007 |
| *EVALUATION | COMMUNICATION OF IDEA TO AUDIENCE. UTILIZATION OF | 00926026 |
| | CRITICAL CRITERIA IN FINAL COMPOSITION. AESTHETIC MERIT | 00926027 |
| | OF THE MOVEMENT. IS IT CLEAR DOES IT HAVE CON- | 00926028 |
| | TRASTS, FLUIDITY. | 00926029 |
| *FILE | DIRECTING CHOREOGRAPHY ABSTRACTION | 00926008 |

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| •OBJECTIVES | 1. SKILL IN DISTILLING ESSENTIAL NARRATIVE ELEMENTS. | 00927/018 |
| | 2. COMMUNICATION OF IDEAS THROUGH PERFORMERS TO AUDIENC | 00927/019 |
| | 3. RECOGNITION OF NAV VERBAL COMMUNICATION. | 00927/020 |
| •PREREQUISITES | ASSIGNED IN MODULE SESSION 911. DUE AT SESSION | 00927/021 |
| | FOLLOWING MODULE 911. | 00927/022 |
| •EXPERIENCE | DANCE AND DRAMA | 00927/011 |
| | SELECT A STORY, NARRATIVE - B. PREPARE A 1 MINUTE DANCE | 00927/012 |
| | UTILIZING PLOT AND PRINCIPAL CHARACTERS MUSIC MAY BE USED | 00927/013 |
| | PARTIALLY OR THROUGHOUT. TEACH DANCE TO CLASSMATES WHO | 00927/014 |
| | PERFORM IT FOR FELLOW CLASSMATES WHO CRITIQUE IT | 00927/015 |
| | TEACHING OF DANCE TAKES PLACE IN CLASS SO TECHNIQUES OF | 00927/016 |
| | TEACHING CAN BE OBSERVED. | 00927/017 |
| •SETTING | COLLEGE - SMALL GROUP | 00927/010 |
| •MATERIALS | TAPE RECORDER | 00927/005 |
| •LEVEL | ALL GRADES | 00927/008 |
| •GENERAL | ALL CANDIDATES | 00927/007 |
| •HOURS | 2 | 00927/006 |
| •EVALUATION | SUCCESSFUL USE OF STAGE SPACE, BODY MOVEMENT TO RELATE. | 00927/023 |
| | NARRATIVE - DOES THE AUDIENCE PERCEIVE THE TALENT. PARTI- | 00927/024 |
| | CIPATION IN CRITICAL DISCUSSION. | 00927/025 |
| •FILE | DANCE CHOREOGRAPHY CLASS EVALUATION | 00927/009 |

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|---|---|---|
| •OBJECTIVES | RECOGNITION OF NARRATIVE TECHNIQUES. RECOGNITION OF | 00928 15 |
| | DIFFERENCE BETWEEN NARRATIVE AND IMPERSONATION. | 00928 16 |
| •PREREQUISITE | IDENTIFICATION OF READERS THEATRE AS A FORM | 00928 17 |
| •EXPERIENCE | DANCE AND DRAMA PREPARE SELECTED NARRATIVE AS A READERS | 00928 11 |
| | THEATRE SCRIPT. CLASS HAS COPIES OF EACH OTHERS SCRIPTS | 00928 12 |
| | TO READ AND EVALUATE. PORTIONS ARE READ OUT LOUD IN CLASS | 00928 13 |
| | CLASS EVALUATES SCRIPT | 00928 14 |
| •SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 00928 10 |
| •MATERIALS | DUPLICATING MACHINES | 00928 5 |
| •LEVEL | ALL GRADES | 00928 4 |
| •GENERAL | GENERALIST SPECIALIST | 00928 7 |
| •HOURS | 2 | 00928 6 |
| •EVALUATION | INTEREST-SUSPENSE, ORIGINALITY, VARIETY-OF SCRIPT AS | 00928 18 |
| | JUDGED BY READER-LISTENERS | 00928 19 |
| •FILE | READERS THEATRE PREPARE SCRIPT GROUP EVALUATION | 00928 9 |

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|---|---|---|
| •OBJECTIVES | RECOGNITION OF THEATRE AS A CULTURAL PHENOMENA. | 00929 20 |
| | IDENTIFICATION OF SPECIFIC TRADITIONS. INCREASED MATERIAL | 00929 21 |
| | FOR UTILIZATION IN THEATRE EXPERIENCES. | 00929 22 |
| •PREREQUISITE | PREVIOUS THEATRE MODULES | 00929 23 |
| •EXPERIENCE | DANCE AND DRAMA THEATRE HISTORY & LECTURE-MULTI MEDIA | 00929 11 |
| | PRESENTATION SLIDES, FILM AND TAPES COVERING FOUR MAJOR | 00929 12 |
| | DIVISIONS IN THEATRE HISTORY FOCUSING ON THE ACTOR IN THE | 00929 13 |
| | THEATRE SPACE/THE THEATRE IN ITS TIME, 10 DANCES, FAMOUS | 00929 14 |
| | PERSONAGE MUSIC. FOR EXAMPLE: CENTER SCREEN-FILM SHOWING | 00929 15 |
| | CUTS FROM OPENING OF OLIVIERS HENRY V SHOWING ELIZABETHAN | 00929 16 |
| | PLAYHOUSE. RIGHT SCREEN-SLIDE OF QUEEN ELIZABETH IN ARK | 00929 17 |
| | & SPANISH ARMADA. LEFT SCREEN-ACTON ALBRIGHT, FACADE OF | 00929 18 |
| | GLOBE, GROUND PLAN IN TAPE-ELIZABETHAN MUSIC | 00929 19 |
| •SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 00929 10 |
| •MATERIALS | TAPE RECORDERS, SLIDE PROJECTORS AND SCREENS, FILMS | 00929 5 |
| •LEVEL | ALL GRADES | 00929 4 |
| •GENERAL | GENERALIST SPECIALIST | 00929 7 |
| •HOURS | 4 ONE HOUR SESSIONS SEQUENTIAL IN DAYS FOLLOWED BY 1 HOUR | 00929 6 |
| | DISCUSSION | 00929 |
| •EVALUATION | WRITTEN EXAMINATION COVERING GENERAL TRENDS AND | 00929 24 |
| | DEVELOPMENTS IN WESTERN AND NON WESTERN THEATRE AS IT HAS | 00929 25 |
| | INFLUENCED MODES OF STUDENTS OWN EXPRESSION | 00929 26 |
| •FILE | DRAMA HISTORY MULTI-MEDIA PRESENTATION | 00929 8 |

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|---|---|---|---|
| •OBJECTIVES | IDENTIFICATION OF ELEMENTS OF CLASSICAL TRADITION. | 00930 | 16 |
| | RECOGNITION OF OUTLINE OF WESTERN THEATRE AND SIMILARITY | 00930 | 17 |
| | TO NON-WESTERN TRADITIONS | 00930 | 20 |
| | DANCE AND DRAMA THEATRE HISTORY (CONTINUED) A. CLASSICAL | 00930 | 11 |
| | THEATRE ORIGINS IN DANCE INCLUDING NON INDONESIAN WAYANG | 00930 | 12 |
| | PUPPET AND RELIGIOUS, EPIC TRADITION DEVELOPMENT OF THEATRE | 00930 | 13 |
| | BUILDING UNDER ANY HUMAN PLAYWRIGHTS THEATRE CONVENTIONS | 00930 | 14 |
| | ATTITUDES TOWARD THEATRE. ITINERANT ACTORS AFTER THE FALL | 00930 | 15 |
| | OF ROME STUDENT IS REFERRED TO ENCYCLOPEDIA, HISTORY OF THE | 00930 | 16 |
| | THEATRE FOR CLARIFY DETAILS | 00930 | 17 |
| •SETTING | SMALL GROUP 21-14 STUDENTS/ COLLEGE | 00930 | 10 |
| •MATERIALS | SEE 929/ALSO OUTLINE OF IMPORTANT NAMES, DATES | 00930 | 5 |
| •LEVEL | GLASS | 00930 | 8 |
| •GENERAL | GLASS | 00930 | 7 |
| •HOURS | 1 | 00930 | 6 |
| •EVALUATION | WRITTEN EXAMINATION TRACING DEVELOPMENT OF CERTAIN ASPECTS | 00930 | 21 |
| | OF THE THEATRE | 00930 | 22 |
| •FILE | DRAMA HISTORY MULTI MEDIA PRESENTATION | 00930 | 9 |

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|---|---|---|---|
| •OBJECTIVES | IDENTIFICATION OF ABOVE TRADITIONS | 00931 | 16 |
| •PREREQUISITE | MODULE 930 | 00931 | 17 |
| •EXPERIENCE | DANCE AND DRAMA THEATRE HISTORY (CONTINUED) B. MEDIEVAL | 00931 | 11 |
| | RENAISSANCE AND RANDOM MYSTERY, MIRACLE MORALITY SETTING | 00931 | 12 |
| | PLAYS. ITALIAN RENAISSANCE MACHIAVELLI, UDENA. ENGLISH | 00931 | 13 |
| | RENAISSANCE ELIZABETH AND ITALIAN COMEDIES. FRENCH | 00931 | 14 |
| | BAROQUE MOLIÈRE DU COUR VER CALSSISISM | 00931 | 15 |
| •SETTING | SMALL GROUP 21-14 STUDENTS/ COLLEGE | 00931 | 10 |
| •MATERIALS | SEE MODULES 929, 930 | 00931 | 5 |
| •LEVEL | ALL GRADES | 00931 | 8 |
| •GENERAL | GENERALIST SPECIALIST | 00931 | 7 |
| •HOURS | 1 | 00931 | 6 |
| •EVALUATION | WRITTEN EXAMINATION ON THEATRE TRADITIONS AT INFLUENCE ON | 00931 | 18 |
| | PUNCH UP STUDENTS PRESENTATION | 00931 | 19 |
| •FILE | DRAMA HISTORY MEDIEVAL, RENAISSANCE BAROQUE | 00931 | 9 |

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|---|---|---|---|
| •OBJECTIVES | IDENTIFICATION OF ABOVE / SEE MODULE 929 | 00932 | 14 |
| •PREREQUISITE | BLANK | 00932 | 15 |
| •EXPERIENCE | DANCE AND DRAMA THEATRE HISTORY (CONTINUED) C. 17TH-18TH | 00932 | 11 |
| | ROMANTIC DRAMA SENTIMENTAL COMEDY DOMESTIC TRAGEDY | 00932 | 12 |
| | AMERICAN THEATRE EXPANSION 19TH CENTURY SCENIC TRADITIONS | 00932 | 13 |
| •SETTING | SMALL GROUP 21-14 STUDENTS/ | 00932 | 10 |
| •MATERIALS | SEE MODULE 929 | 00932 | 5 |
| •LEVEL | ALL GRADES | 00932 | 8 |
| •GENERAL | GENERALIST SPECIALIST | 00932 | 7 |
| •HOURS | 1 | 00932 | 6 |
| •EVALUATION | WRITTEN EXAMINATION COVERING GENERAL TRENDS, DEVELOPMENTS | 00932 | 16 |
| | IN WESTERN THEATRE | 00932 | 17 |
| •FILE | DRAMA HISTORY 19TH CENTURY | 00932 | 9 |

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| •OBJECTIVES | SAME AS MODULE 929. | 00933 | 16 |
| •PREREQUISITE | SAME AS MODULE 929,930,931,932 | 00933 | 17 |
| •EXPERIENCE | DANCE AND DRAMA THEATRE HISTORY (CONTINUED) D. MODERN AND | 00933 | 11 |
| | CONTEMPORARY REALISM AND NATURALISM THEATRICALISM | 00933 | 12 |
| | EXPRESSIONISM, EPIC THEATRE MULTI AND MIXED MEDIA | 00933 | 13 |

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| | PRESENTATIONS SOCIAL COMMENTARY/PROPAGANDA THEATRE | 00933 14 |
| | INTERNATIONAL INTER MIXING IN THEATRE TRADITIONS | 00933 15 |
| *SETTING | COLLEGE | 00933 10 |
| *MATERIALS | STUDENT IS REFERRED TO GASSNER: THEATRE AND DRAMA IN THE MAKING. | 00933 5<br>00933 |
| *LEVEL | ALL GRADES | 00933 8 |
| *GENERAL | GENERALIST SPECIALIST | 00933 7 |
| *HOURS | 1 | 00933 6 |
| *EVALUATION | WRITTEN EXAMINATION COVERING TRENDS + CONCEPTS TO BE LEARNED IN THIS MODULE. | 00933 18<br>00933 19 |
| *FILE | DRAMA HISTORY MODERN | 00933 9 |

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| *OBJECTIVES | DIFFERENTIAN BETWEEN COMEDY OF WIT, MANNERS, SENTIMENTAL COMEDY, FARCE AND BURLESQUE RECOGNITION OF UNIVERSALITY OF COMEDY | 00934 18<br>00934 19<br>00934 20 |
| *PREREQUISITE | BLANK | 00934 21 |
| *EXPERIENCE | DANCE AND DRAMA STUDENT READS: THE IMAGINARY INVALID YOU CANST TAKE IT WITH YOU AND SEES FILMS: A FUNNY THING HAPPENED ON THE WAY TO THE FORUM LAUREL AND HARDY FILM WITH THESE QUESTIONS IN MIND. 1. WHAT ARE THE COMIC DEVICES USED~ 2. WHAT ARE THE DIFFERENCES IN THESE TYPES OF COMEDY 3. HOW DOES INCONGRUITY FUNCTION AS A COMIC CONDITION | 00934 11<br>00934 12<br>00934 13<br>00934 14<br>00934 15<br>00934 16<br>00934 17 |
| *SETTING | INDEPENDENT COLLEGE | 00934 10 |
| *MATERIALS | FILM LIBRARY AND PROJECTION ROOM /DITTO OUTLINE OF ESSENTIAL POINTS | 00934 5<br>00934 |
| *LEVEL | ALL GRADES | 00934 8 |
| *GENERAL | GENERALIST SPECIALIST | 00934 7 |
| *HOURS | 7 | 00934 6 |
| *EVALUATION | PARTICIPATION IN CLASS DISCUSSION ON THE ABOVE QUESTIONS IDENTIFICATION OF TYPES OF COMEDY IN DISCUSSION WRITTEN EXAMINATION ON THEATRE FORM AND TRADITION AS INFLUENCING STUDENTSS EXPRESSION | 00934 22<br>00934 23<br>00934 24<br>00934 25 |
| *FILE | DRAMA COMEDY READ AND DISCUSS | 00934 9 |

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| *OBJECTIVES | DIFFERENTIATION BETWEEN TYPES OF SERIOUS DRAMA | 00935 19 |
| | DEVELOPMENT OF CRITERIA OR RECOGNIZING TRAGEDY | 00935 20 |
| *PREREQUISITE | ACQUAINTANCE WITH ARISTOTLESS POETICS | 00935 21 |
| *EXPERIENCE | DANCE AND DRAMA STUDENT READS: THE HOMECOMING JOE EGG THE MASTER BUILDER DIARY OF ANNA FRANK SEES FILMS: NORTH BY NORTHWEST THE GRADUATE KEEPS IN MIND THESE QUESTIONS: 1. HOW DOES DRAMA FUNCTION AS SOCIAL CRITICISM~ 2. WHAT DIFFERENTIATES TRAGEDY AND MELODRAMA 3. WHAT IS THE AUDIENCE RESPONSE EXPECTATION 4. WHAT IS THE ROLE OF CONFLICT CLASS DISCUSSION OF SERIOUS DRAMA, TRAGIC FORM ≥REFERENCE TO ARISTOTLE* | 00935 11<br>00935 12<br>00935 13<br>00935 14<br>00935 15<br>00935 16<br>00935 17<br>00935 18 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS* COLLEGE | 00935 10 |
| *MATERIALS | FILM LIBRARY AND PROJECTION ROOM, DITTO OUTLINE OF ESSENTIAL POINTS | 00935 5<br>00935 |
| *LEVEL | ALL GRADES | 00935 8 |
| *GENERAL | GENERALIST SPECIALIST | 00935 7 |
| *HOURS | 10 | 00935 6 |
| *EVALUATION | PARTICIPATION IN CLASS DISCUSSION IDENTIFICATION OF MELODRAMA, TRAGEDY, PSCHO-DRAMA IN DISCUSSION WRITTEN EXAMINATION ON THEATRE FORM + TRADITION AS INFLUENCING STUDENTSS OWN EXPRESSION | 00935 22<br>00935023<br>00935 24<br>00935 25 |
| *FILE | DRAMA SERIOUS DRAMA READ AND DISCUSS | 00935 9 |

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OBJECTIVES      1 RECOGNITION OF CREATIVE POSSIBILITIES OF A MEDIUM.  2   00936 18
                CONCENTRATION ON A UNIFIED AESTHETIC WHOLE.  3 DEVELOPMENT00936 19
                OF DIRECTORIAL SKILLS.  4 DEVELOPMENT OF CRITICAL       00936 20
                FACILITIES.  5 UTILIZATION OF ALL CLASS MATERIALS.      00936 21
*PREREQUISITE   PREVIOUS MODULES.                                       00936 22
*EXPERIENCE     DANCE + DRAMA  PREPARE SELECTED NARRATIVE AS FINISHED PLAY00936 11
                , DANCE OR FILM - NOT TO EXCEED 20 MINUTES PRESENT TO   00936 12
                CLASSMATES WHO OFFER CRITICISM ≥ DANCE NOT TO EXCEED 5  00936 13
                MINUTES+  STUDENT MAY USE ANY PERFORMERS HE CAN GET     00936 14
                OUTSIDE AUDIENCE MAY ATTEND FINAL PRESENTATIONS STORY   00936 15
                ITSELF HAS BEEN EVALUATED IN PREVIOUS MODULES SO THE    00936 16
                PRESENTATION IS THE FOCUS OF THE DISCUSSION             00936 17
*SETTING        SMALL GROUP 21-12 STUDENTS+  COLLEGE                    00936 10
*MATERIALS      COSTUMES, PROPS, BASIC SCENIC UNITS, CAMERAS, FILM,     00936  5
                EDITING EQUIPMENT, TAPE RECORDER, BASIC LIGHTING EQUIPMENT00936
                , THEATRE                                               00936
*LEVEL          ALL GRADES                                              00936  8
*GENERAL        GENERALIST  SPECIALIST                                  00936  7
*HOURS          6-8                                                     00936  6
*EVALUATION     1 SUCCESSFUL UTILIZATION OF CHOSEN FORM &MEDIA+.  2     00936 23
                COMMUNICATION OF IDEAS AND NARRATIVE DETERMINED BY FELLOW00936 24
                STUDENTS& EVALUATION.  3 PARTICIPATION IN CRITICAL      00936 25
                DISCUSSION.                                             00936 26
*FILE           DRAMA AND DANCE  PRESENTATION  GROUP CRITICISM          00936  9
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*OBJECTIVES     VERBALIZATION OF THEORETICAL MATERIALS SURROUNDING AN   00937 19
                ARTISTIC PRODUCT RECOGNITION OF INTERCONNECTEDNESS OF   00937 20
                CLASS MATERIALS                                         00937 21
*PREREQUISITE   ALL PREVIOUS DANC AND DRAMA MODULES                     00937 22
*EXPERIENCE     DANCE AND DRAMA WRITTEN EXAMINATION STUDENT IS ASKED TO 00937011
                WRITE A DEFINITION OF THE DRAMATIC PRESENTATION ≥ DANCE, 00937 12
                PLAY OR FILM+ HE HAS COMPLETED.  HE IS TO UTILIZE       00937 13
                INFORMATION FROM CLASS LECTURES, HIS READINGS AND       00937 14
                DISCUSSIONS AND IDENTIFY HIS 1. HISTORICAL ANTECEDENTS. 20093/ 15
                DRAMATIC TYPE ≥COMEDY OF WIT, PSYCHO DRAMA, SENTIMENTAL 00937 16
                COMEDY ETC.+  3 SOCIAL / CULTURAL SETTING.  4 THEMATIC  00937 17
                ASPECTS.                                                00937 18
*SETTING        INDEPENDENT  COLLEGE                                    00937 10
*MATERIALS      BLANK                                                   00937  5
*LEVEL          ALL GRADES                                              00937  8
*GENERAL        GENERALIST  SPECIALIST                                  00937  7
*HOURS          1-2                                                     00937  6
*EVALUATION     ABILITY TO RELATE ACCURATELY VARIOUS CONCEPTS IN WRITING 00937 23
*FILE           DRAMA  EXAMINATION  DANCE                               00937  9
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## SCHOLARY MODES OF KNOWLEDGE

## BASIC MUSICIANSHIP

Students without previous experience in making music can satisfactorily progress in a short period when careful attention is given to the development of attitudes toward music. Positive attitudes toward music and toward one's abilities in music can be gained by successful experience in making music. Some students will not develop enough music competency in one experience to teach all music activities with security. All general classroom teachers, however, have the opportunity to reach a satisfactory level of music skill development so that they can, with accuracy, extend and support the work in music provided by the music specialist.

### GENERAL OBJECTIVES

1. To acquaint students with the fundamental building blocks of music.

2. To build favorable attitudes towards music through security gained from singing, playing and listening.

3. To provide experiences for the student to develop aural skills: melodic and rhythmic memory, discrimination in listening.

4. To provide experiences for the student to develop motor-skill competency in the use of music materials.

5. To provide music experiences which form the bases for ongoing development of music awareness and music taste.

### PROCEDURES AND GOALS

Since Basic Musicianship has no prerequisites, the assumption is made that it is useful to students who do not have a common background in music. Some students will have considerable specialized music training; others will have none.

Some will have a rich general music experience through elementary and secondary schools; others will have limited or negative experiences and poor attitudes toward music.

Music has been planned and must be taught so that all prospective general classroom teachers can gain knowledge about music, and so that they can gain security through making music at the skill-level they can reach.

The experience in music fundamentals is designed to give formal instruction in conference groupings and to give many opportunities to practice singing, playing, and listening in small laboratory groupings. Laboratory section memberships are not determined by the skill level of the entering students since all laboratories have been designed to allow the student to work at his own level and pace.

Lecturers present the elements of music: rhythm, melody, harmony, texture, and form. Laboratory work extends the lectures and demonstrations by direct experience to synthesize the elements of music.

Unique in the course is the organization of the material in the laboratories. Performance of music is accomplished by first inducing the student to improvise with many trials at playing a variety of space-frame instruments. The need to learn a system of notation and to read music is to grow from the experience in improvisation.

Lecture and laboratory material are mutually supportive through Module 1446 and Module 1445. Modules 1447, 1448, 1449, and 1450 deal with listening activities and identification of music forms. Module 1452 provides extensive keyboard experiences. Keyboard experiences are provided with electronic pianos wired through a communication center to allow students with like playing skills to work together.

## EVALUATION OF STUDENTS

Gains in music are charted throughout the laboratory experience by making sample tape recordings of the student's



4

music making. Final examinations cover the student's cognitive work as well as his applied music responses. Thus, both a written examination and a playing-singing examination are recommended.

Attitudes toward music are difficult to measure. Positive feelings toward music and music teaching seem to be almost completely dependent upon success in music. An attempt to get an indication of attitude on the part of the student will be made by asking the student to "indicate why music is important in the education of children."

CASE STUDY: MUSIC

MUSIC: NOT A UNIVERSAL LANGUAGE

1

REFERENTIAL MUSIC CUES BEHAVIORAL RESPONSE

1. Students listen:
   20 Music Excerpts which reflect social, political, religions, and work associations.

2. Students write brief description of the image, connotation or mood of the music.

FORMAT: LISTENING AND RESPONDING TO MUSIC

2

REFERENTIAL MUSICAL CUES FROM OTHER CULTURES DO NOT CUE BEHAVIORAL RESPONSE

1. Students listen:
   20 music Excerpts of Non-Western music.

2. Students respond on modified Hevner adjective circle.

LISTENING AND DISCUSSING MUSIC

ASSIGNMENTS: Emotion and Meaning In Music, Leonard, Meyer, University of Chicago Press
Chapter I, and Notes on Images, Connotations, Moods

NON-REFERENTIAL MUSIC REQUIRES LISTENER TO UNDERSTAND MUSICAL IDEAS

Students Listen to:

1. Teen-age music stripped of characteristics which make it referential.

2. Substitution of tone for lyric.

3. Non referential music arranged with referential characteristics.

4. Non-referential music:
   Beethovan, 7th Symphony 2d Movement

LISTENING, RESPONDING, AND DISCUSSING MUSIC

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| *OBJECTIVES | TO IDENTIFY RHYTHMIC CONCEPTS AND MEANS OF NOTATION, | 01437 | 20 |
| *PREREQJISITE | NONE | 01437 | 21 |
| *EXPERIENCE | LECTURES I AND II RHYTHM AND TEMPO ASSIGNMENT: BARNES, | 01437 | 11 |
| | R, A, FUNDAMENTALS OF MUSIC, PROGRAM TEXT, INTRODUCTION | 01437 | 12 |
| | AND CHAPTERS I AND II, DISCUSSION: PRESENT CONCEPTS OF | 01437 | 13 |
| | METER, RHYTHM AND TEMPO, EXPERIENCE THE GROUPING OF | 01437 | 14 |
| | NON-PITCH SOUNDS INTO RHYTHMIC PATTERNS, AND PRESENT | 01437 | 15 |
| | NOTATIONAL SYSTEM FOR TIME, LISTENING: INDICATE COUNTING | 01437 | 16 |
| | SYSTEM, CONCEPTS OF RECURRENCE REPETITION, SYNCOPATION, | 01437 | 17 |
| | AND TEMPO, SIMPLE ERROR DETECTION EXPERIENCES, NOTATION | 01437 | 18 |
| | OF SILENCE, VIEWING: KINESCOPE, RHYTHM, | 01437 | 19 |
| *SETTING | LARGE GROUP COLLEGE | 01437 | 10 |
| *MATERIALS | KINESCOPE: RHYTHM B/W, 29 MIN,, NET: | 01437 | 5 |
| *LEVEL | BLANK | 01437 | 8 |
| *GENERAL | GENERALIST | 01437 | 7 |
| *HOURS | 2 | 01437 | 6 |
| *EVALUATION | IDENTIFICATION OF ELEMENTS OF MUSICAL TIME, ACCURATE | 01437 | 22 |
| | PERFORMANCE OF NOTATED RHYTHMS, | 01437 | 23 |
| *FILE | SMOK MUSIC TEMPO RHYTHM | 01437 | 9 |

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| *OBJECTIVES | THE ABILITY OF PERFORM AND VERBALIZE CONCEPTS OF RHYTHM | 01438 | 18 |
| | METER AND TEMPO, | 01438 | 19 |
| *PREREQJISITE | LECTURES I AND II: EXPERIENCE MODULE, 1437 | 01438 | 20 |
| *EXPERIENCE | LABORATORIES: 1, 2, 3 AND 4 RHYTHM AND TEMPO | 01438 | 11 |
| | EXTENSIVE EXPERIENCES TO FOSTER CONCEPT DEVELOPMENT OF | 01438 | 12 |
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*HOURS          1                                                        01439  6
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| *GENERAL | GENERALIST | 01442 | 7 |
| *HOURS | 9 | 01442 | 6 |
| *EVALUATION | SYNTHESIZING RHYTHMIC AND PITCH NOTATION IN ACCURATE PERFORMANCE OF MELODY | 01442 | 22<br>23 |
| *FILE | SMOK MUSIC MELODY | 01442 | 9 |

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| *SETTING | LARGE GROUP COLLEGE | 01443 | 10 |
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| *LEVEL | BLANK | 01443 | 8 |
| *GENERAL | GENERALIST | 01443 | 7 |
| *HOURS | 2 | 01443 | 6 |
| *EVALUATION | IDENTIFY CHORD QUALITIES AND SIMPLE CHORD PROGRESSION ON PAPER PENCIL TEST, | 01443<br>01443 | 24<br>25 |
| *FILE | SMOK MUSIC HARMONY | 01443 | 9 |

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| *SETTING | SMALL GROUP (1-12 STUDENTS) COLLEGE | 01444 | 10 |
| *MATERIALS | INSTRUMENTS AS NOTED | 01444 | 5 |
| *LEVEL | BLANK | 01444 | 8 |
| *GENERAL | GENERALIST | 01444 | 7 |
| *HOURS | 2 | 01444 | 6 |
| *EVALUATION | SUCCESSFUL PERFORMANCE OF CHORDS AND CHORD PROGRESSIONS, | 01444 | 23 |
| *FILE | SMOK MUSIC LAB CHORDS | 01444 | 9 |

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| *SETTING | SMALL GROUP ≥1-12 STUDENTS• COLLEGE | 01445 | 10 |
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| *LEVEL | BLANK | 01445 | 8 |
| *GENERAL | GENERALIST | 01445 | 7 |
| *HOURS | 2 | 01445 | 6 |
| *EVALUATION | SUCCESSFUL USE OF CHORDS AND HARMONIC PROGRESSION IN | 01445 | 23 |
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| *FILE | SMOK MUSIC LAB. HARMONY | 01445 | 9 |

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| *MATERIALS | PREPARED LISTENING CURED TO OVERHEAD TRANSPARENCY. | 01446 | 5 |
| *LEVEL | BLANK | 01446 | 8 |
| *GENERAL | GENERALIST | 01446 | 7 |
| *HOURS | 1 | 01446 | 6 |
| *EVALUATION | TEST OF IDENTIFICATION OF TEXTURE FROM AURAL STIMULUS. | 01446 | 23 |
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| *PREREQUISITE | LECTURE VII: EXPERIENCE MODULE, 1446 | 01447 | 22 |
| *EXPERIENCE | LECTURE IX SMALL HOMOPHONIC FORMS READING ASSIGNMENT: | 01447 | 11 |
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| | CONCEPT OF CONTRAST, AND LISTENING: VIEW, LISTEN AND | 01447 | 14 |
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| | AULD LANG SYNE BACH-GIGUE FROM FRENCH =4 IN E FLAT | 01447 | 16 |
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| | A FLAT RUSSIAN DANCE FROM NUTCRACKER | 01447 | 19 |
| *SETTING | LARGE GROUP COLLEGE | 01447 | 10 |
| *MATERIALS | VISUAL AND AURAL PRESENTATION BY TAPES AND TRANSPARENCIES. | 01447 | 5 |
| *LEVEL | BLANK | 01447 | 8 |
| *GENERAL | GENERALIST | 01447 | 7 |
| *HOURS | 1 | 01447 | 6 |
| *EVALUATION | CORRECT IDENTIFICATION ON RESPONSE SHEETS AND SECOND AND | 01447 | 23 |
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| *EXPERIENCE | LECTURE X AND XI SONATA FORM READING ASSIGNMENT: | 01448 | 11 |
| | DALLIN, LEON, LISTENERS GUIDE, CHAPTER 8, P, 159-163, | 01448 | 12 |
| | DISCUSSION: IDENTIFY STRUCTURAL ELEMENTS OF SONATA FORM | 01448 | 13 |

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| | HAYDN - SYMPHONY = 104, IVTH MOVEMENT, WITH CUED LISTENING | 01448 15 |
| | SHEET, PROKOFIEFF - CLASSICAL SYMPHONY IN D, LAST | 01448 16 |
| | MOVEMENT WITH CUED LISTENING SHEETS, VIEWING: KINESCOPE, | 01448 17 |
| | THE SONATA | 01448 18 |
| *SETTING | LARGE GROUP COLLEGE | 01448 10 |
| *MATERIALS | KINESCOPE, THE SONATA, B/W, 29 MIN, NET, SPECIALLY | 01448 5 |
| | PREPARED LISTENING TAPES WITH CUES, | 01448 |
| *LEVEL | BLANK | 01448 8 |
| *GENERAL | GENERALIST | 01448 7 |
| *HOURS | 2 | 01448 6 |
| *EVALUATION | WRITE SKELETON PLAN OF SONATA FORM, SUCCESSFUL | 01448 21 |
| | RECOGNITION FROM AURAL STIMULI OF SONATA FORM, | 01448 22 |
| *FILE | SMOK MUSIC SONATA FORM | 01448 9 |

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| *OBJECTIVES | TO BE ABLE TO IDENTIFY ELEMENTAL CHANGES WHICH BRING ABOUT | 01449 19 |
| | VARIATIONS ON A THEME, | 01449 20 |
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| *SETTING | LARGE GROUP COLLEGE | 01449 10 |
| *MATERIALS | PREPARED LISTENING TAPES WITH LISTENERS GUIDE, | 01449 5 |
| *LEVEL | BLANK | 01449 8 |
| *GENERAL | GENERALIST | 01449 7 |
| *HOURS | 1 | 01449 6 |
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| *SETTING | LARGE GROUP COLLEGE | 01450 10 |
| *MATERIALS | FILM: WHAT MAKES MAKES MUSIC SYMPHONIC↑ B/W 55 MINUTES, | 01450 5 |
| | MCGRAW-HILL INC, 1965 | 01450 |
| *LEVEL | BLANK | 01450 8 |
| *GENERAL | GENERALIST | 01450 7 |
| *HOURS | 1 | 01450 6 |
| *EVALUATION | SELF-EVALUATION OF LISTENING SKILLS IN PREPARATION FOR | 01450 15 |
| | FINAL EXAM, | 01450 16 |
| *FILE | SMOK MUSIC SUMMARY | 01450 9 |

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| *PREREQUISITE | LECTURES VIII, IX, X, XI AND XII: EXPERIENCE MODULE, | 01451 23 |
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| *EXPERIENCE | INDIVIDUALIZED INSTRUCTION DIRECTED LISTENING READING | 01451 11 |
| | ASSIGNMENT: DALLIN, LEON, LISTENERS GUIDE, CHAPTER III | 01451 12 |
| | INDIVIDUAL LISTENING WITH SPECIALLY PREPARED TAPES AND | 01451 13 |
| | RESPONSE SHEETS, CALL NUMBERS ON TAPE REFER TO SPECIFIC | 01451 14 |
| | MUSICAL PHENOMENAN IN RECORDING, RESPONSE SHEET OFFERS | 01451 15 |
| | CHOICES OR DESCRIPTIONS REGARDING PHENOMENAN, FORM - | 01451 16 |

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| | MOMOZART - EINE KLEINE NACHTMUSIK, 1ST MOVST, BEETHOVEN -<br>SYMPHONY NO, 5, 1ST MOVST, THEMES - BARTOK - MUSIC FOR<br>STRINGS - FUGE BERNSTEIN - OVERTURE TO (WEST SIDE STORY(<br>FORM - HAYDN - GYPSY RONDO | 01451 17<br>01451 18<br>01451 19<br>01451 20 |
| *SETTING | INDEPENDENT COLLEGE | 01451 10 |
| *MATERIALS | VAUGHN-WILLIAMS - FANTASIA ON A THEME OF T, TALLIS | 01451 5 |
| *LEVEL | BLANK | 01451 8 |
| *GENERAL | GENERALIST | 01451 7 |
| *HOURS | 2 | 01451 6 |
| *EVALUATION | SUCCESSFUL COMPLETION OF CUE SHEET, | 01451 25 |
| *FILE | SMOK MUSIC LISTENING | 01451 9 |

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| *OBJECTIVES | TO GAIN SECURITY WITH MUSIC PERFORMANCE DEMONSTRATED BY<br>MOTOR ACTIVITY AT THE KEYBOARD, AN UNDERSTANDING OF<br>MUSICAL STRUCTURE THROUGH MUSIC INVOLVEMENT, | 01452 27<br>01452 28<br>01452 29 |
| *PREREQUISITE | ALL PRIOR LABORATORIES UP TO 1445! EXPERIENCE MODULE,<br>1444, 1445 ETC, | 01452 30<br>01452 31 |
| *EXPERIENCE | LABORATORIES 19,19,20,21,22,23,AND 24 KEYBOARD EXPERIENCE<br>ASSIGNMENT! AND REFERENCE MATERIAL, HARGISS, G, MUSIC FOR<br>ELEMENTARY TEACHERS PRACTICE SUPPLEMENT, PP, 183-255,<br>SELECTED MATERIAL APPROPRIATE TO INDIVIDUAL STUDENT<br>SKILLS, EACH LAB EXPERIENCE WILL FOLLOW THE OUTLINE BELOW<br>A. FINGER DEXTERITY - SCALE PRACTICE IN PARALLEL AND<br>CONTRARY MOTION, B. SIGHT READING - USE OF OVERHEAD<br>TRANSPARENCIES INCREASING DIFFICULTY C. HARMONIZATION -<br>TUNES TO DEVELOP SKILL AND KNOWLEDGE OF HARMONY AND<br>ACCOMPANIMENT PATTERNS, ≥STRIDE BLOCK, ALBERTI, ARPEGGIO.<br>D. BY EAR - MELODY HUNTING AND CORDING ≠ITHOUT PRINTED<br>PAGE E. TRANSPOSING - MOVING SONGS TO FIT VOICE RANGE<br>F. IMPROVISATION - CREATING WITHIN RESTRICTIONS ≥OSTIATO<br>PATTERNS, CHORD PROGRESSIONS. G. REPERTOIRE - SONG<br>MATERIAL AND PIANO LITERATURE APPROPRIATE TO STUDENT SKILL<br>LEVELS INDIVIDUALIZED THROUGH TAPED LEARNING, | 01452 11<br>01452 12<br>01452 13<br>01452 14<br>01452 15<br>01452 16<br>01452 17<br>01452 18<br>01452 19<br>01452 20<br>01452 21<br>01452 22<br>01452 23<br>01452 24<br>01452 25<br>01452 26 |
| *SETTING | INDEPENDENT COLLEGE | 01452 10 |
| *MATERIALS | ELECTRONIC PIANOS, OVERHEAD AND TRANSPARENCIES, | 01452 5 |
| *LEVEL | BLANK | 01452 8 |
| *GENERAL | GENERALIST | 01452 7 |
| *HOURS | 7 | 01452 6 |
| *EVALUATION | SUCCESSFUL PERFORMANCE, PAPER/PENCIL ANALYSIS AND TESTING<br>OF MUSICAL SCORE, AND ITS REALIZATION, | 01452 32<br>01452 33 |
| *FILE | SMOK MUSIC LAB, KEYBOARD EXPERIENCE | 01452 9 |

## SOCIAL SCIENCE

### OVERVIEW

### CONTENT OBJECTIVES

This experience deals with the issues of continuity and change, of stability and instability, in individuals and human aggregates. While studying during the first year of Social Science in General-Liberal Education has presented the student with the major concepts for the analysis of social behavior and defined the main systems of human interaction, this component deals particularly with the conditions under which these systems continue to function unimpaired, or are altered or disrupted.

Given this over-all content objective, the component is divided into three major parts:

1. The structure of the social world.

2. Conflict.

3. Decision making.

The first part deals primarily with those individual and collective mechanisms which make for continuity in social, political and economic systems; the second part with disruptive forces due to conflicting aims of individuals and collectivities; and the third phase with the adjustive and innovative mechanisms of decision-making which serve to resolve conflict or minimize its destructive consequences.

### PEDAGOGIC OBJECTIVES

RELATING COURSE CONTENT TO STUDENT'S EXPERIENCE AND OBJECTIVES. An effort is made to use as examples certain areas of social experience with which students are familiar

or which are of particular relevance to their future occupation as teachers. Hence a strong emphasis is placed on problems of individual development and on educational institutions, particularly in parts one and three.

ENCOURAGING SYSTEMATIC THINKING. In keeping with the objectives of the first year course, this outline does not attempt to "cover" any particular topical area in the social sciences, such as "child development," "international relations," "small groups," etc. It rather tries to encourage thinking in terms of general models which can be applied in different content areas. The component, thus, is no substitute for other experiences in the social sciences where the mastery of specific data fields is essential; it rather aims to enable the student to order such data fields and to help the future teacher organize data in a logically coherent manner, even if his previous exposure to a particular subject-matter has not been extensive.

FOSTERING METHODOLOGICAL SOPHISTICATION. The objective is not to make future teachers into researchers, but to give them some comprehension of methodological problems so that they will be able to evaluate data, be aware of their fallibility, and able to appraise the often tenuous connections between facts and propositions. This can be accomplished only if the students are exposed personally to the experience of generating and interpreting data. In the process, students are given some rudiments of quantitative technique. In both part two and part three about one-third of the time is allocated to such exercises. In each case, the initial exercises are more tightly structured, and as the component progresses, increasing weight is given to the inventiveness of the students.

EMPATHIC UNDERSTANDING. In view of the abstractness of some of the material included, it is particularly urgent to provide students with non-verbal experiences which allow them to "live" the relationships which are being described. A general tendency of students toward verbal rote learning, particularly when subject matter is presented in fairly abstract terms, is of course quite common. This danger exists in this component particularly because of the emphasis on formal models. To overcome this difficulty, the methodological and experimental

exercises are in the form of games in which the students themselves "take roles."

## DESCRIPTION

### PART I: STRUCTURE OF THE SOCIAL WORLD

Since human action is to a large extent determined by belief systems, a first consideration is the manner in which beliefs are generated. The student investigates the manner in which beliefs about self and about society are interrelated and thus perceives that people and groups of people acquire a stake in the maintenance of their belief systems.

The inter-actionist model thus presented is then expanded to take account of social mechanisms which support existing beliefs, particularly the selectivity of communication processes, primary group pressures, selectivity in patterns of association, and cultural pressures. This section concludes with the examination of conformity maintaining institutions, including the educational system.

The last part of the component deals with exogenous changes which bring belief systems in conflict with social reality: social mobility and shifs in the experience of generations due to technological and other conditions of human action. Several modes of response to such stresses are then described.

### PART II: CONFLICT

The conflictual basis of social change having been sketched at the end of the preceding section, this part of the component describes conflict processes and outcomes in terms of three major models:

1. A model of interaction in conflict situations which is presented as a Richardson process as well as in game theoretic form.

2. A coalition model.

3. An epidemiological model of mass action. These models are presented in abstract form at the beginning of this section. They are then used and elaborated upon throughout the quarter in a variety of psychological and situational contexts.

The major contexts considered are those of cognitive imbalance and of threat. The development of these conditions builds directly upon the material covered during the first section. Ideology as a response to tensions arising from cognitive dissonance and from a threat is discussed. The effect of threat on cue utilization and the alterations which consequently must be introduced in the conflict models previously presented are then analyzed. Leadership selection and personality is considered in the light of the conflictual nature of the environment from which leaders are recruited and in which they must function.

As social consequences of cognitive stress and threat, the component considers mass movements, mass violence, deterrence and escalation. The intellectual task in this section is, again, to determine the manner in which the models presented earlier must be modified in order to account for these phenomena.

The last section deals with the chances that bargaining or group integration (including international integration) can remove the most deleterious consequences of conflict.

In the laboratory part of the game, students play and analyze game replicating the basic models presented in this component. The second half of the time provided for laboratory activities is entirely devoted to the development, by the students, of a game combining several models. The general rules of this game are given, but there is ample opportunity for the students to develop details and enrich the game by further additions.

PART III: DECISION MAKING

At the outset a model of decision-making is introduced. It is derived essentially from the work of Richard Snyder and James Robinson. All decisions can be analyzed in terms of a set of variable clusters:

1. Decision situation.

2. Decision participants.

3. Decision organization.

4. Decision processes.

After an initial lecture presenting and critiquing a rational model of choice for individual decisions, a uniform approach is used to look at decision situations, participants, organizations, and processes. In each case students are introduced to findings of small group studies that isolate important variables in each of these categories. After major propositions have been extracted from these small group findings, material is introduced that attempts to generalize these findings to either:

1. Selected American political situations, e.g., executive or legislative decisions.

2. Situations and issues that might arise in the classroom.

The propositions developed in the previous section are used to introduce students to an actual laboratory experiment. The Inter-Nation Simulation is the experimental treatment and students, after they are given instructions about the conduct of experiments and the analysis of data, use data collected during the Inter-Nation experiment to evaluate propositions encountered in the previous readings, lectures, and discussions.

A final take-home exercise is designed to have students develop their own model of decision-making that would allow them to predict decision processes and outcomes in a specific executive or legislative decision. A revised decision model is to come from this analysis.

This component in the Behavior Science Elementary Teacher Education Program was developed by the following persons.

| | |
|---|---|
| **Specialists** | |
| Dr. Daniel Jacobson | Coordinator |
| Dr. Benny Graves | Sociology |
| Dr. Leonard Kasden | Anthropology |
| Dr. Justin Kestenbaum | History |
| Benjamin Richason | Geography |
| Marion Walsh | Economics |
| Dr. Nicholas Beleff | Curriculum Specialist |
| William Helder | Curriculum Specialist |
| Roger Niemeyer | Curriculum Specialist |
| **2nd Year** | |
| Dr. Daniel Jacobson | Coordinator |
| Dr. Cleo Cherryholmes | Curriculum Specialist |
| Dr. Frank Pinner | Curriculum Specialist |
| Dr. David Ziblatt | Curriculum Specialist |

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| *OBJECTIVES | TO IDENTIFY THE BASIC CONCEPTS OF SYMBOLIC INTERACTIONISM. | 02208 | 15 |
| *PREREQUISITE | NONE | 02208 | 16 |
| *EXPERIENCE | READING ASSIGNMENT: G. H. MEAD, [THE SOCIAL SELF,[ BOBBS- | 02208 | 11 |
| | MERRILL REPRINT S-187, AND G. H. MEAD, [A BEHAVIORISTIC | 02208 | 12 |
| | ACCOUNT OF THE SIGNIFICANT SYMBOL, [BOBBS-MERRILL REPRINT | 02208 | 13 |
| | S-168. | 02208 | 14 |
| *SETTING | INDEPENDENT COLLEGE | 02208 | 10 |
| *MATERIALS | NONE | 02208 | 5 |
| *LEVEL | ALL GRADES | 02208 | 8 |
| *GENERAL | ALL CANDIDATES | 02208 | 7 |
| *HOURS | 2 | 02208 | 6 |
| *EVALUATION | EXPERIENCE PART OF MODULE 2223 | 02208 | 17 |
| *FILE | SELF SYMBOLS | 02208 | 9 |
| *ABSTRACT | | | |

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|---|---|---|---|
| *OBJECTIVES | TO IDENTIFY THE WAY TEACHER EXPECTATION EFFECTS GRADING | 02209 | 24 |
| *PREREQUISITE | NONE | 02209 | 25 |
| *EXPERIENCE | CLASS EXPERIMENT: TWO SETS OF EXAMS BY HIGH SCHOOL | 02209 | 11 |
| | STUDENTS ON AMERICAN GOVERNMENT WILL BE PREPARED. | 02209 | 12 |
| | ALTHOUGH THEY WILL BE IDENTICAL IN QUALITY, THE STUDENTS | 02209 | 13 |
| | IN THE CLASS WILL BE TOLD THAT SET A WAS WRITTEN IN AN | 02209 | 14 |
| | ADVANCED CLASS IN A WELL-KNOWN, HIGH QUALITY SUBURBAN | 02209 | 15 |
| | SCHOOL. SET B WILL BE IDENTIFIED AS COMING FROM A GROUP | 02209 | 16 |
| | OF INNER-CITY STUDENTS WHO ARE COMPLETING A REMEDIAL | 02209 | 17 |
| | COURSE. THE STUDENTS WILL BE DIRECTED TO ASSIGN A LETTER | 02209 | 18 |
| | GRADE TO EACH SET OF EXAMS. AFTER THE GRADES ASSIGNED TO | 02209 | 19 |
| | EACH SET ARE AVERAGED AND SET A IS GIVEN HIGHER GRADES | 02209 | 20 |
| | THAN SET B, THE STUDENTS WILL BE TOLD THAT THE EXAMS ARE | 02209 | 21 |
| | SIMILAR AND EXPERTS HAVE FOUND NO SIGNIFICANT DIFFERENCES | 02209 | 22 |
| | BETWEEN THEM. | 02209 | 23 |
| *SETTING | LARGE GROUP COLLEGE | 02209 | 10 |
| *MATERIALS | NONE | 02209 | 5 |
| *LEVEL | ALL GRADES | 02209 | 8 |
| *GENERAL | ALL CANDIDATES | 02209 | 7 |
| *HOURS | 2 | 02209 | 6 |
| *EVALUATION | EXPERIENCE PART OF MODULE 2223 | 02209 | 26 |
| *FILE | TEACHER EXPECTATION TEACHING TECHNIQUES GRADING | 02209 | 9 |

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|---|---|---|
| *OBJECTIVES | TO IDENTIFY THE RELATIONSHIP BETWEEN TEACHER EXPECTATION, | 02210 15 |
| | GRADING, AND SELF ESTEEM. | 02210 16 |
| *PREREQUISITE | MODULE 2 | 02210 17 |
| *EXPERIENCE | DISCUSSION: CLASS SIZE DISCUSSION FOCUSSING ON THE | 02210 11 |
| | DISCREPANCY BETWEEN THE GRADES THEY ASSIGNED AND THE | 02210 12 |
| | OBJECTIVE QUALITY OF THE MATERIAL. THEY SHOULD ALSO | 02210 13 |
| | EXPLORE THE EFFECTS OF GRADING ON STUDENT SELF-ESTEEM. | 02210 14 |
| *SETTING | LARGE GROUP COLLEGE | 02210 10 |
| *MATERIALS | NONE | 02210 5 |
| *LEVEL | ALL GRADES | 02210 8 |
| *GENERAL | ALL CANDIDATES | 02210 7 |
| *HOURS | 1 | 02210 6 |
| *EVALUATION | EXPERIENCE PART OF MODULE 2223 | 02210 18 |
| *FILE | TEACHER EXPECTATION SELF ESTEEM TEACHING TECHNIQUES | 02210 9 |

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|---|---|---|
| *OBJECTIVES | TO IDENTIFY RECENT CONTRIBUTIONS TO SYMBOLIC | 02211 17 |
| | INTERACTIONIST RESEARCH | 02211 18 |
| *PREREQUISITE | MODULE 1 | 02211 19 |
| *EXPERIENCE | LECTURE: GEORGE H MEAD AND THE ORIGINS OF SYMBOLIC | 02211 11 |
| | INTERACTIONISM. THIS LECTURE WILL TRACE THE DEVELOPMENT | 02211 12 |
| | OF SYMBOLIC INTERACTIONISM AND ITS RECENT CONTRIBUTIONS. | 02211 13 |
| | NEAR THE END THE LECTURE WILL FOCUS ON THE NOTION THAT | 02211 14 |
| | SELF-BELIEF ARE CONTINGENT UPON THE CUES PROVIDED BY | 02211 15 |
| | SIGNIFICANT OTHERS. | 02211 16 |
| *SETTING | LARGE GROUP COLLEGE | 02211 10 |
| *MATERIALS | NONE | 02211 5 |
| *LEVEL | ALL GRADES | 02211 8 |
| *GENERAL | ALL CANDIDATES | 02211 7 |
| *HOURS | 1 | 02211 6 |
| *EVALUATION | EXPERIENCE PART OF MODULE 2223 | 02211 20 |
| *FILE | SYMBOLIC INTERACTIONISM MEAD SIGNIFICANT OTHERS | 02211 9 |

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| *OBJECTIVES | TO SPECIFY HOW THE GENERAL PROPOSITION ACCOUNTS FOR | 02212 16 |
| | SELECTED ASPECTS OF MINORITY GROUP BEHAVIOR | 02212 17 |
| *PREREQUISITE | MODULE 2111 | 02212 18 |
| *EXPERIENCE | SEMINAR: CLASS SIZE DISCUSSION GROUP LED BY THE LECTURER. | 02212 11 |
| | THE DISCUSSION WILL EXPLORE THE IMPLICATIONS OF THE | 02212 12 |
| | PROPOSITION, (SELF-BELIEFS ARE CONTINGENT UPON THE CUES | 02212 13 |
| | PROVIDED BY SIGNIFICANT OTHERS,( TO THE BEHAVIOR OF | 02212 14 |
| | MINORITY GROUPS. | 02212 15 |
| *SETTING | LARGE GROUP COLLEGE | 02212 10 |
| *MATERIALS | NONE | 02212 5 |
| *LEVEL | ALL GRADES | 02212 8 |
| *GENERAL | ALL CANDIDATES | 02212 7 |
| *HOURS | 1 | 02212 6 |
| *EVALUATION | MODULE 2223 | 02212 19 |
| *FILE | SELF-BELIEFS SIGNIGICANT OTHERS MINORITY GROUP | 02212 9 |

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| *OBJECTIVES | TO IDENTIFY HOW SELF BELIEFS ARE SHAPED BY INSTITUTIONAL | 02213 15 |
| | SETTINGS | 02213 16 |
| *PREREQUISITE | NONE | 02213 17 |
| *EXPERIENCE | READING: E. GOFFMAN, (CHARACTERISTICS OF TOTAL | 02213 11 |
| | INSTITUTIONS,( IN IDENTITY AND ANXIETY EDITED BY STEIN, | 02213 12 |
| | AND E GOFFMAN, (THE MORAL CAREER OF THE MENTAL PATIENT( IN | 02213 13 |
| | ASYLUM BY E. GOFFMAN. | 02213 14 |
| *SETTING | INDEPENDENT COLLEGE | 02213 10 |
| *MATERIALS | NONE | 02213 5 |
| *LEVEL | ALL GRADES | 02213 8 |

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|---|---|---|
| *GENERAL | ALL CANDIDATES | 02213 7 |
| *HOURS | 2 | 02213 6 |
| *EVALUATION | MODULE 2223 | 02213 18 |
| *FILE | SELF-BELIEFS INSTITUTIONAL SETTINGS PERCEPTION | 02213 9 |

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|---|---|---|
| *OBJECTIVES | MODULE 2213 | 02214 15 |
| *PREREQUISITE | MODULE 2213 | 02214 16 |
| *EXPERIENCE | LECTURE: THE EFFECTS OF ORGANIZATIONS ON SELF-BELIEFS | 02214 11 |
| | AND PERCEPTIONS OF OTHERS. THIS WILL DEVELOP THE CENTRAL | 02214 12 |
| | PROPOSITION OF THE PREVIOUS LECTURE. IT WILL TRACE THE | 02214 13 |
| | CONSEQUENCES OF ORGANIZATIONAL PROCESSES ON SELF-BELIEFS. | 02214 14 |
| *SETTING | LARGE GROUP COLLEGE | 02214 10 |
| *MATERIALS | BLANK | 02214 5 |
| *LEVEL | ALL GRADES | 02214 8 |
| *GENERAL | ALL CANDIDATES | 02214 7 |
| *HOURS | 1 | 02214 6 |
| *EVALUATION | MODULE 2223 | 02214 17 |
| *FILE | SELF-BELIEF PERCEPTION INSTITUTIONAL SETTINGS | 02214 9 |

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|---|---|---|
| *OBJECTIVES | TO IDENTIFY HOW A PUBLIC HIGH SCHOOL SHAPES SELF BELIEFS | 02215 14 |
| *PREREQUISITE | NONE | 02215 15 |
| *EXPERIENCE | READING: E. FRIEDENBERG, [THE MODERN HIGH SCHOOL IN | 02215 11 |
| | PROFILE,[ IN FRIEDENBERG, THE DIGNITY OF YOUTH, AND | 02215 12 |
| | ROSENTHAL, | 02215 13 |
| *SETTING | INDEPENDENT COLLEGE | 02215 10 |
| *MATERIALS | NONE | 02215 5 |
| *LEVEL | ALL GRADES | 02215 8 |
| *GENERAL | ALL CANDIDATES | 02215 7 |
| *HOURS | 1 | 02215 6 |
| *EVALUATION | MODULE 2223 | 02215 16 |
| *FILE | SELF-BELIEFS INSTITUTIONAL SETTINGS PERCEPTION | 02215 9 |

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|---|---|---|
| *OBJECTIVES | TO IDENTIFY HOW A PUBLIC HIGH SCHOOL SHAPES SELF BELIEFS | 02215 14 |
| *PREREQUISITE | NONE | 02215 15 |
| *EXPERIENCE | READING: E. FRIEDENBERG, [THE MODERN HIGH SCHOOL IN | 02215 11 |
| | PROFILE,[ IN FRIEDENBERG, THE DIGNITY OF YOUTH, AND | 02215 12 |
| | ROSENTHAL, | 02215 13 |
| *SETTING | INDEPENDENT COLLEGE | 02215 10 |
| *MATERIALS | NONE | 02215 5 |
| *LEVEL | ALL GRADES | 02215 8 |
| *GENERAL | ALL CANDIDATES | 02215 7 |
| *HOURS | 1 | 02215 6 |
| *EVALUATION | MODULE 2223 | 02215 16 |
| *FILE | SELF-BELIEFS INSTITUTIONAL SETTINGS PERCEPTION | 02215 9 |

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|---|---|---|
| *OBJECTIVES | TO IDENTIFY HOW PRIMARY GROUPS SHAPE AN INDIVIDUALS | 02216 16 |
| | SOCIAL REALITY | 02216 17 |
| *PREREQUISITE | NONE | 02216 18 |
| *EXPERIENCE | READING[ [NORMS AND SMALL GROUPS: THE SHARED CHARACTER | 02216 11 |
| | OF OPINIONS AND ATTITUDES,[ CHAPTER 4 IN KATZ AND | 02216 12 |
| | LAZARSFELD, PERSONAL INFLUENCE, AND SHILS, [THE STUDY OF | 02216 13 |
| | PRIMARY GROUPS,[ IN LERNER AND LASSWELL, THE POLICY | 02216 14 |
| | SCIENCES. | 02216 15 |
| *SETTING | INDEPENDENT COLLEGE | 02216 10 |
| *MATERIALS | NONE | 02216 5 |
| *LEVEL | ALL GRADES | 02216 8 |
| *GENERAL | ALL CANDIDATES | 02216 7 |

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|---|---|---|
| *HOURS | 2 | 02216 6 |
| *EVALUATION | MODULE 2223 | 02216 19 |
| *FILE | SELF-BELIEFS SIGNIGICANT OTHERS PERCEPTION | 02216 9 |

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| *OBJECTIVES | SEE MODULE 2216 | 02217 15 |
| *PREREQUISITE | MODULE 2216 | 02217 16 |
| *EXPERIENCE | DISCUSSION: AFTER BRIEFLY DISCUSSING THE READING AND ANSWERING QUESTIONS ABOUT IT, HE WILL POSE THE FOLLOWING QUESTION: IN WHAT WAYS DO PRIMARY GROUPS PROVIDE YOU WITH YOUR SOCIAL REALITY. | 02217 11<br>02217 12<br>02217 13<br>02217 14 |
| *SETTING | LARGE GROUP COLLEGE | 02217 10 |
| *MATERIALS | NONE | 02217 5 |
| *LEVEL | ALL GRADES | 02217 8 |
| *GENERAL | ALL CANDIDATES | 02217 7 |
| *HOURS | 1 | 02217 6 |
| *EVALUATION | SEE MODULE 2223 | 02217 17 |
| *FILE | SELF-BELIEFS SIGNIFICANT OTHERS PERCEPTION | 02217 9 |

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|---|---|---|
| *OBJECTIVES | MODULE 2216 | 02218 17 |
| *PREREQUISITE | MODULE 2216 | 02218 18 |
| *EXPERIENCE | READING: MCCLOSKEY AND DAHLGREN, [PRIMARY GROUP INFLUENCES AND PARTY LOYALTY,[ IN POLSBY, DENTLER AND SMITH, POLITICS AND SOCIAL LIFE, AND SHILS AND JANOWITZ, [COHESION AND DISINTEGRATION IN THE WERMACHT IN WORLD WAR II,[ IN KATZ, CARTWRIGHT, ELDERSVELD, AND LEE, PUBLIC OPINION AND PROPAGANDA. | 02218 11<br>02218 12<br>02218 13<br>02218 14<br>02218 15<br>02218 16 |
| *SETTING | INDEPENDENT COLLEGE | 02218 10 |
| *MATERIALS | NONE | 02218 5 |
| *LEVEL | ALL GRADES | 02218 8 |
| *GENERAL | ALL CANDIDATES | 02218 7 |
| *HOURS | 2 | 02218 6 |
| *EVALUATION | MODULE 2223 | 02218 19 |
| *FILE | SELF-BELIEFS SIGNIFICANT OTHERS PERCEPTION | 02218 9 |

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|---|---|---|
| *OBJECTIVES | TO IDENTIFY THE EFFECTS OF PRIMARY GROUPS ON BELIEFS ABOUT SOCIETY | 02219 15<br>02219 16 |
| *PREREQUISITE | MODULE 2218 | 02219 17 |
| *EXPERIENCE | LECTURE: THE EFFECTS OF PRIMARY GROUPS ON BELIEFS ABOUT SOCIETY, THIS WILL PULL TOGETHER THE RESEARCH THAT HAS BEEN READ AND DISCUSSED AND OTHER RESEARCH ON SMALL GROUPS AND THE INFLUENCE OF PRIMARY GROUPS. | 02219 11<br>02219 12<br>02219 13<br>02219 14 |
| *SETTING | LARGE GROUP COLLEGE | 02219 10 |
| *MATERIALS | NONE | 02219 5 |
| *LEVEL | ALL GRADES | 02219 8 |
| *GENERAL | ALL CANDIDATES | 02219 7 |
| *HOURS | 1 | 02219 6 |
| *EVALUATION | MODULE 2223 | 02219 18 |
| *FILE | PRIMARY GROUPS SOCIETAL BELIEFS PERCEPTION | 02219 9 |

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|---|---|---|
| *OBJECTIVES | TO IDENTIFY THE PSYCHOLOGICAL PROCDSSES OF INDEPENDENCE AND CONFORMITY AND THEIR OPERATION IN THE CLASSROOM | 02220 16<br>02220 17 |
| *PREREQUISITE | NONE | 02220 18 |
| *EXPERIENCE | ASCH, [STUDIES OF INDEPENDENCE AND CONFORMITY: A MINORITY OF ONE AGAINST THE UNANIMOUS MAJORITY,[ MONOGRAPHS, ISSUE 416, 1956, HENRY, [ATTITUDE ORGANIZATION IN THE SCHOOL CLASSROOM,[ AMERICAN JOURNAL OF ORTHOPSYCHIATRY, 1957, PP. 117-133. | 02220 11<br>02220 12<br>02220 13<br>02220 14<br>02220 15 |

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|---|---|---|---|
| *SETTING | INDEPENDENT COLLEGE | 02220 | 10 |
| *MATERIALS | NONE | 02220 | 5 |
| *LEVEL | ALL GRADES | 02220 | 8 |
| *GENERAL | ALL CANDIDATES | 02220 | 7 |
| *HOURS | 2 | 02220 | 6 |
| *EVALUATION | MODULE 2223 | 02220 | 19 |
| *FILE | INDEPENDENCE CONFORMITY ATTITUDES | 02220 | 9 |

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|---|---|---|---|
| *OBJECTIVES | MODULE 2220 | 02221 | 14 |
| *PREREQUISITE | MODULE 2220 | 02221 | 15 |
| *EXPERIENCE | DISCUSSION: PROCESSES OF GROUP PRESSURES IN THE CLASSROOM | 02221 | 11 |
| | THIS WILL CLARIFY THE RELATIONSHIP BETWEEN THE ASCH AND | 02221 | 12 |
| | HENRY READINGS. | 02221 | 13 |
| *SETTING | LARGE GROUP COLLEGE | 02221 | 10 |
| *MATERIALS | BLANK | 02221 | 5 |
| *LEVEL | ALL GRADES | 02221 | 8 |
| *GENERAL | ALL CANDIDATES | 02221 | 7 |
| *HOURS | 30 MINUTES | 02221 | 6 |
| *EVALUATION | MODULE 2223 | 02221 | 16 |
| *FILE | GROUP PRESSURES CONFORMITY ATTITUDE | 02221 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO PROVIDE STUDENTS WITH DIRECTIONS ON CLASSROOM | 02222 | 16 |
| | OBSERVATIONS IN ORDER TO REPLICATE HENRYSS STUDY ≥SEE | 02222 | 17 |
| | MODULE 2120↑ | 02222 | 18 |
| *PREREQUISITE | MODULES 2220 AND 2221 | 02222 | 19 |
| *EXPERIENCE | CLASSROOM OBSERVATION: THE INSTRUCTOR GIVES STUDENTS | 02222 | 11 |
| | INSTRUCTIONS, BASED ON THE HENRY READING, ON THE | 02222 | 12 |
| | OBSERVATION OF CLASSROOM SITUATIONS, THEY WILL BE SENT TO | 02222 | 13 |
| | OBSERVE CLASSROOM BEHAVIOR TO DETERMINE IF TEACHERS CREATE | 02222 | 14 |
| | GROUP PRESSURES TO PROVIDE CONFORMING RESPONSES. | 02222 | 15 |
| *SETTING | LARGE GROUP SCHOOL | 02222 | 10 |
| *MATERIALS | NONE | 02222 | 5 |
| *LEVEL | ALL GRADES | 02222 | 8 |
| *GENERAL | ALL CANDIDATES | 02222 | 7 |
| *HOURS | 30 | 02222 | 6 |
| *EVALUATION | MODULE 2223 | 02222 | 20 |
| *FILE | GROUP PRESSURE CONFORMITY CLINIC | 02222 | 9 |

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| *OBJECTIVES | TO PRODUCE DATA THAT REPLICATES THE DATA IN HENRYSS STUDY | 02223 | 14 |
| | ≥SEE MODULE 13↑ | 02223 | 15 |
| *PREREQUISITE | MODULE 2220-2222 | 02223 | 16 |
| *EXPERIENCE | CLASSROOM OBSERVATION: STUDENTS OBSERVE SIX ELEMENTARY | 02223 | 11 |
| | SCHOOL CLASSROOMS AND PREPARE A BRIEF 5 PAGE REPORT ON | 02223 | 12 |
| | THEIR FINDINGS. | 02223 | 13 |
| *SETTING | INDEPENDENT SCHOOL | 02223 | 10 |
| *MATERIALS | BLANK | 02223 | 5 |
| *LEVEL | ALL GRADES | 02223 | 8 |
| *GENERAL | ALL CANDIDATES | 02223 | 7 |
| *HOURS | 10 | 02223 | 6 |
| *EVALUATION | FIVE PAGE REPORT OF OBSERVATIONS IN ELEMENTARY CLASSROOMS. | 02223 | 17 |
| *FILE | GROUP PRESSURE CONFORMITY CLINIC | 02223 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO ANALYZE DATA PRODUCED IN MODULE 2223 AND COMPARE THEIR | 02224 | 15 |
| | FINDINGS WITH HENRYSS ≥MODULE 2220↑ | 02224 | 16 |
| *PREREQUISITE | MODULE 2223 | 02224 | 17 |
| *EXPERIENCE | DISCUSSION OF CLASSROOM OBSERVATION: DIVIDE CLASSES INTO | 02224 | 11 |
| | SMALL GROUPS AND HAVE EACH STUDENT REPORT HIS FINDINGS TO | 02224 | 12 |

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|---|---|---|
| | HIS GROUP AND THEN EACH GROUP REPORTS THEIR EVALUATIONS OF | 02224 13 |
| | THE CLASSROOMS THEY OBSERVED IN TERMS OF HENRYSS FINDINGS. | 02224 14 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS+ COLLEGE | 02224 10 |
| *MATERIALS | BLANK | 02224 5 |
| *LEVEL | ALL GRADES | 02224 8 |
| *GENERAL | ALL CANDIDATES | 02224 7 |
| *HOURS | 2 | 02224 6 |
| *EVALUATION | THE COMPARATIVE ACURACY OF MODULE 2220 + 2223 MUST REACH | 02224 18 |
| | THE 80( LEVEL | 02224 19 |
| *FILE | GROUP PRESSURE CONFORMITY TEACHING TECHNIQUES | 02224 9 |

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|---|---|---|
| *OBJECTIVES | TO PRODUCE DATA ON SELECTIVE PERCEPTIONS TO BE ANALYZED | 02225 19 |
| | AND INTERPRETED IN MODULE 2227 | 02225 20 |
| *PREREQUISITE | NONE | 02225 21 |
| *EXPERIENCE | CLASSROOM EXPERIMENT: CONSTRUCT AND PASS OUT A SERIES OF | 02225 11 |
| | PICTURES OF INDIVIDUALS, RESIDENTIAL AREAS, AND BUSINESS | 02225 12 |
| | ESTABLISHMENTS THAT VARY ON SEVERAL DIMENSIONS INCLUDING | 02225 13 |
| | DIFFERENCES IN SOCIAL CLASS. STUDENTS WILL BE DIRECTED TO | 02225 14 |
| | RESPOND TO THE FOLLOWING QUESTION TO EACH PICTURE: LIST | 02225 15 |
| | AS MANY THINGS AS YOU CAN THAT YOU SEE IN EACH PICTURE. | 02225 16 |
| | THE RESPONSES WILL THEN BE COLLECTED BY THE INSTRUCTOR TO | 02225 17 |
| | BE DISCUSSED AFTER MODULE 2226 HAS BEEN COMPLETED. | 02225 18 |
| *SETTING | LARGE GROUP COLLEGE | 02225 10 |
| *MATERIALS | SEE ABOVE | 02225 5 |
| *LEVEL | ALL GRADES | 02225 8 |
| *GENERAL | ALL CANDIDATES | 02225 7 |
| *HOURS | 1 | 02225 6 |
| *EVALUATION | MODULE 2237 | 02225 22 |
| *FILE | PERCEPTION SOCIAL CLASS TEACHING TECHNIQUES | 02225 9 |

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|---|---|---|
| *OBJECTIVES | TO IDENTIFY ELEMENTS OF THE RELATION BETWEEN SOCIAL CLASS | 02226 18 |
| | AND PERCEPTION | 02226 19 |
| *PREREQUISITE | NONE | 02226 20 |
| *EXPERIENCE | READING: MORRIS ROSENBERG, [PERCEPTUAL OBSTACLES TO CLASS | 02226 11 |
| | CONSCIOUSNESS,[ SOCIAL FORCES, OCT. 1953, JOHN LEGGET], | 02226 12 |
| | [UPROOTEDNESS AND WORKING CLASS CONSCIOUSNESS,[ AMERICAN | 02226 13 |
| | JOURNAL OF SOCIOLOGY, MAY, 1963, PP. 682-92, AND ALAN | 02226 14 |
| | WILSON, [RESIDENTIAL SEGREGATION OF SOCIAL CLASSES AND | 02226 15 |
| | ASPIRATION OF HIGH SCHOOL BOYS,[ IN BENDIX AND LIPSET, | 02226 16 |
| | CLASS, STATUS AND POWER, 2ND ED. | 02226 17 |
| *SETTING | INDEPENDENT COLLEGE | 02226 10 |
| *MATERIALS | BLANK | 02226 5 |
| *LEVEL | ALL GRADES | 02226 8 |
| *GENERAL | ALL CANDIDATES | 02226 7 |
| *HOURS | 3 | 02226 6 |
| *EVALUATION | MODULE 2237 | 02226 21 |
| *FILE | SOCIAL CLASS PERCEPTION | 02226 9 |

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| *OBJECTIVES | TO IDENTIFY USEFUL DEFINITIONS OF CLASS CONSCIOUSNESS AND | 02227 21 |
| | SOME OF ITS CORRELATES. TO IDENTIFY CLASS CONSCIOUS | 02227 22 |
| | CONSCIOUS ATTITUDES HELD BY STUDENTS. | 02227 23 |
| *PREREQUISITE | MODULES 2225 AND 2226 | 02227 24 |
| *EXPERIENCE | DISCUSSION: FULL SIZE CLASS DISCUSSION OF THE FOLLOWING | 02227 11 |
| | QUESTIONS: ≥1+ WHAT IS MEANT BY CLASS CONSCIOUSNESS^ ≥2+ | 02227 12 |
| | WHY ARE SOME GROUPS IN THE POPULATION MORE CLASS CONSCIOUS | 02227 13 |
| | THAN OTHERS^ AND ≥3+ WHAT ARE THE CONSEQUENCES OF VARYING | 02227 14 |
| | DEGREES OF CLASS CONSCIOUSNESS^ IN SMALL GROUPS, | 02227 15 |
| | DISCUSSION WILL FOCUS ON: ≥1+ TO WHAT EXTENT THEIR | 02227 16 |

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| | RESPONSES IN MODULE 2225 REFLECTED CLASS CONSCIOUSNESS^ | 02227 | 17 |
| | AND 22? HOW MUCH CORRESPONDENCE EXISTED BETWEEN THEIR | 02227 | 18 |
| | RESPONSES IN MODULE 2225 AND THE RESULTS REPORTED IN THE | 02227 | 19 |
| | READINGS^ | 02227 | 20 |
| *SETTING | LARGE GROUP COLLEGE | 02227 | 10 |
| *MATERIALS | BLANK | 02227 | 5 |
| *LEVEL | ALL GRADES | 02227 | 8 |
| *GENERAL | ALL CANDIDATES | 02227 | 7 |
| *HOURS | 2 | 02227 | 6 |
| *EVALUATION | MODULE 2237 | 02227 | 25 |
| *FILE | SOCIAL CLASS PERCEPTION | 02227 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO IDENTIFY MAJOR IDEAS CONCERNING THE DIVISION OF SOCIETY | 02228 | 16 |
| | ALONG RACIAL LINES | 02228 | 17 |
| *PREREQUISITE | NONE | 02228 | 18 |
| *EXPERIENCE | READING: E. L. HOROWITZ, 'DEVELOPMENT OF ATTITUDES | 02228 | 11 |
| | TOWARD NEGROES,' IN T. NEWCOMB AND E. HARTLEY, EDS., | 02228 | 12 |
| | READINGS IN SOCIAL PSYCHOLOGY, 1ST EDITION, 1947, C. | 02228 | 13 |
| | SILBERMAN, CRISIS IN BLACK AND WHITE, CHAPTER 4, AND | 02228 | 14 |
| | ROBERT LEVINE, IN HERBERT KELMAN, INTERNATIONAL BEHAVIOR. | 02228 | 15 |
| *SETTING | INDEPENDENT COLLEGE | 02228 | 10 |
| *MATERIALS | BLANK | 02228 | 5 |
| *LEVEL | ALL GRADES | 02228 | 8 |
| *GENERAL | ALL CANDIDATES | 02228 | 7 |
| *HOURS | 2 | 02228 | 6 |
| *EVALUATION | MODULE 2237 | 02228 | 19 |
| *FILE | SOCIAL CLASS PERCEPTION RACISM | 02228 | 9 |

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| *OBJECTIVES | TO RELATE THEORETICALLY THE CONCEPTS OF RACE AWARENESS AND | 02229 | 17 |
| | SELF ESTEEM | 02229 | 18 |
| *PREREQUISITE | MODULE 2228 | 02229 | 19 |
| *EXPERIENCE | DISCUSSION: CLASS SIZE. WHAT IS THE RELATIONSHIP BETWEEN | 02229 | 11 |
| | RACE AND RACE AWARENESS^ WHAT IS THE RELATIONSHIP BETWEEN | 02229 | 12 |
| | RACE AWARENESS AND SELF-ESTEEM^ AND CONSIDERING ALL OF | 02229 | 13 |
| | THE READING COMPLETED FOR THE COURSE THUS FAR, WHICH BEST | 02229 | 14 |
| | ACCOUNTS FOR THE RELATIONSHIP BETWEEN RACE AWARENESS AND | 02229 | 15 |
| | SELF-ESTEEM^ | 02229 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 02229 | 10 |
| *MATERIALS | BLANK | 02229 | 5 |
| *LEVEL | ALL GRADES | 02229 | 8 |
| *GENERAL | ALL CANDIDATES | 02229 | 7 |
| *HOURS | 1 | 02229 | 6 |
| *EVALUATION | MODULE 2237 | 02229 | 20 |
| *FILE | RACE AWARENESS SELF-ESTEEM SOCIAL CLASS | 02229 | 9 |

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| *OBJECTIVES | TO DEVELOP A THEORETICAL SCHEME FOR RELATING THE | 02230 | 17 |
| | INDIVIDUAL, HIS PRIMARY GROUP, AND THE CONCEPTS OF CLASS | 02230 | 18 |
| | CONSCIOUSNESS AND RACIAL AWARENESS | 02230 | 19 |
| *PREREQUISITE | MODULE 2229 | 02230 | 20 |
| *EXPERIENCE | LECTURE: THE PRIMARY GROUP AS MEDIATOR AND REINFORCER OF | 02230 | 11 |
| | CLASS CONSCIOUSNESS AND RACIAL AWARENESS. THIS WILL FOCUS | 02230 | 12 |
| | ON A VARIETY OF PRIMARY GROUPS, SUCH AS THE WORK GROUP IN | 02230 | 13 |
| | A FACTORY OR A NEGRO FAMILY, AS THEY INTERPRET AND | 02230 | 14 |
| | CONTINUALLY REINFORCE A SPECIFIC PERCEPTION OF THE SOCIAL | 02230 | 15 |
| | WORLD. | 02230 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 02230 | 10 |
| *MATERIALS | BLANK | 02230 | 5 |
| *LEVEL | ALL GRADES | 02230 | 8 |

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| *GENERAL | ALL CANDIDATES | 02230 | 7 |
| *HOURS | 1 | 02230 | 6 |
| *EVALUATION | MODULE 2237 | 02230 | 21 |
| *FILE | SOCIAL CLASS RACE AWARENESS SELF-ESTEEM | 02230 | 9 |

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| *OBJECTIVES | TO PRODUCE DATA TO BE USED TO EVALUATE THE PROPOSITION | 02231 | 24 |
| | THAT THE GREATER THE SOCIAL DISTANCE THE MORE INDIVIDUALS | 02231 | 25 |
| | ARE PERCEIVED TO BE ALIKE AND THE CLOSER THE SOCIAL | 02231 | 26 |
| | DISTANCE THE MORE INDIVIDUALS ARE DIFFERENTIATED. | 02231 | 27 |
| *PREREQUISITE | NONE | 02231 | 28 |
| *EXPERIENCE | CLASSROOM EXPERIMENT: A CASE STUDY WITH FOUR VARIATIONS | 02231 | 11 |
| | IS PRESENTED TO FOUR DIFFERENT CLASSES TAKING THIS COURSE. | 02231 | 12 |
| | THE CASE STUDY DESCRIBES AN ELEMENTARY CLASSROOM IN WHICH | 02231 | 13 |
| | THE STUDENTS HAVE BROKEN A RULE OF THE SCHOOL AND THE | 02231 | 14 |
| | TEACHER IS TO APPLY A SPECIFIED PUNISHMENT BUT HAS THE | 02231 | 15 |
| | POWER TO WAIVE THE RULE. THE VARIATIONS WILL BE SUPPLIED | 02231 | 16 |
| | BY A NEGRO GROUP OF STUDENTS AND A WHITE GROUP. THE | 02231 | 17 |
| | STUDENT WHO DISOBEYS THE RULES IN BOTH NEGRO AND WHITE | 02231 | 18 |
| | INSTANCES, HAS EQUIVALENT [EXCUSES], [RATIONALES], | 02231 | 19 |
| | [CONTINGENCIES], ETC., FOR DISOBEYING THE RULE. THE | 02231 | 20 |
| | INSTRUCTOR WILL COUNT THE NUMBER OF INSTANCES IN WHICH | 02231 | 21 |
| | THE STUDENTS IN THE ELEMENTARY EDUCATION PROGRAM WAIVE THE | 02231 | 22 |
| | PUNISHMENT FOR EACH GROUP. | 02231 | 23 |
| *SETTING | LARGE GROUP COLLEGE | 02231 | 10 |
| *MATERIALS | BLANK | 02231 | 5 |
| *LEVEL | ALL GRADES | 02231 | 8 |
| *GENERAL | ALL CANDIDATES | 02231 | 7 |
| *HOURS | 30 MINUTES | 02231 | 6 |
| *EVALUATION | SEE MODULE 2233 | 02231 | 29 |
| *FILE | SOCIAL CLASS RACE AWARENESS PERCEPTION | 02231 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO IDENTIFY THE PROPOSITION STATED IN MODULE 2231 | 02232 | 18 |
| | OBJECTIVE | 02232 | 19 |
| *PREREQUISITE | MODULE 2231 | 02232 | 20 |
| *EXPERIENCE | KRECH, ET AL., INDIVIDUAL IN SOCIETY, CHAPTER 2, J. BRUNER | 02232 | 11 |
| | AND PERLMUTTER, [COMPATRIOT AND FOREIGNER: A STUDY OF | 02232 | 12 |
| | IMPRESSION FORMATION IN THREE COUNTRIES,[ JOURNAL OF | 02232 | 13 |
| | ABNORMAL AND SOCIAL PSYCHOLOGY, 1957, PP. 253-260, AND H. | 02232 | 14 |
| | BECKER, [SOCIAL CLASS VARIATIONS IN TEACHER PUPIL | 02232 | 15 |
| | RELATIONSHIPS,[ JOURNAL OF EDUCATIONAL SOCIOLOGY, 1952, PP | 02232 | 16 |
| | 451-65. | 02232 | 17 |
| *SETTING | INDEPENDENT COLLEGE | 02232 | 10 |
| *MATERIALS | BLANK | 02232 | 5 |
| *LEVEL | ALL GRADES | 02232 | 8 |
| *GENERAL | ALL CANDIDATES | 02232 | 7 |
| *HOURS | 3 | 02232 | 6 |
| *EVALUATION | MODULE 2233 | 02232 | 21 |
| *FILE | SOCIAL CLASS RACE AWARENESS PERCEPTION | 02232 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO DEVELOP THE STATED HYPOTHESIS | 02233 | 18 |
| *PREREQUISITE | MODULE 2231 AND 2232 | 02233 | 19 |
| *EXPERIENCE | DISCUSSION: FOCUS THE DISCUSSION SO THAT STUDENTS WILL | 02233 | 11 |
| | ARRIVE AT AND EXPLORE THE FOLLOWING HYPOTHESIS: BELIEFS | 02233 | 12 |
| | ABOUT IN-GROUPS TEND TO BE COMPLEX COGNITIONS IN WHICH | 02233 | 13 |
| | DISSIMILAR PARTS OF A WHOLE LOOK AS DIFFERENT AS POSSIBLE. | 02233 | 14 |
| | BELIEFS ABOUT OUT-GROUPS TEND TO BE SIMPLE COGNITIONS IN | 02233 | 15 |
| | WHICH SIMILAR PARTS OF A WHOLE LOOK AS MUCH ALIKE AS | 02233 | 16 |
| | POSSIBLE. | 02233 | 17 |

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| *SETTING | LARGE GROUP COLLEGE | 02233 | 10 |
| *MATERIALS | BLANK | 02233 | 5 |
| *LEVEL | ALL GRADES | 02233 | 8 |
| *GENERAL | ALL CANDIDATES | 02233 | 7 |
| *HOURS | 1 | 02233 | 6 |
| *EVALUATION | DISTINGUISH BETWEEN IN-GROUP AND OUT-GROUP PERCEPTIONS. | 02233 | 20 |
| *FILE | SOCIAL CLASS PERCEPTION RACE AWARENESS | 02233 | 9 |

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| *OBJECTIVES | TO IDENTIFY A CONTINGENCY TABLE AND DEFINE ITS USES IN | 02234 | 15 |
| | ANALYZING DATA | 02234 | 16 |
| *PREREQUISITE | MODULES 2231-2233 | 02234 | 17 |
| *EXPERIENCE | A LECTURE PRESENTATION ON THE USE OF CONTINGENCY TABLES IN | 02234 | 11 |
| | THE ANALYSIS OF DATA. TABLES SHOULD BE USED IN THE | 02234 | 12 |
| | DEMONSTRATION THAT PARALLES THOSE CONSTRUCTED FROM THE | 02234 | 13 |
| | DATA OBTAINED IN MODULE 2231 | 02234 | 14 |
| *SETTING | LARGE GROUP COLLEGE | 02234 | 10 |
| *MATERIALS | BLANK | 02234 | 5 |
| *LEVEL | ALL GRADES | 02234 | 8 |
| *GENERAL | ALL CANDIDATES | 02234 | 7 |
| *HOURS | 30 MINUTES | 02234 | 6 |
| *EVALUATION | MODULE 2237 | 02234 | 18 |
| *FILE | CONTINGENCY TABLES ANALYSIS OF DATA | 02234 | 9 |

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| *OBJECTIVES | TO OUTLINE STEPS USEFUL IN ANALYZING DATA | 02235 | 15 |
| *PREREQUISITE | MODULE 2231-2234 | 02235 | 16 |
| *EXPERIENCE | A DISCUSSION WILL FOCUS ON THE RESEARCH DESIGN EMPLOYED IN | 02235 | 11 |
| | MODULE 2231 AND THE HYPOTHESIS STATED IN MODULE 2233. | 02235 | 12 |
| | WHAT ARE THE LOGICAL STEPS INVOLVED IN TESTING THE | 02235 | 13 |
| | HYPOTHESIS WITH SUCH A DESIGN. | 02235 | 14 |
| *SETTING | LARGE GROUP COLLEGE | 02235 | 10 |
| *MATERIALS | BLANK | 02235 | 5 |
| *LEVEL | ALL GRADES | 02235 | 8 |
| *GENERAL | ALL CANDIDATES | 02235 | 7 |
| *HOURS | 30 MINUTES | 02235 | 6 |
| *EVALUATION | MODULE 2237 | 02235 | 17 |
| *FILE | RESEARCH DESIGN ANALYSIS OF DATA HYPOTHESIS TESTING | 02235 | 9 |

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| *OBJECTIVES | TO ANALYZE AND INTERPRET DATA | 02236 | 16 |
| *PREREQUISITE | MODULES 2231-2235 | 02236 | 17 |
| *EXPERIENCES | SMALL GROUP DISCUSSION WILL ANALYZE THE DATA COLLECTED I | 02236 | 12 |
| | MODULE 2231 AND RELATE IT TO THE HYPOTHESIS IN MODULE 2233 | 02236 | 12 |
| | THE GROUPS WILL REPORT THEIR INTERPRETATIONS TO THE ENTIRE | 02236 | 13 |
| | CLASS AND THEN THE INSTRUCTOR WILL LEAD A DISCUSSION | 02236 | 14 |
| | EXPLORING THE IMPLICATIONS FOR CLASSROOM PROCEDURES. | 02236 | 15 |
| *SETTING | SMALL GROUP 21-12 STUDENTS. | 02236 | 10 |
| *MATERIALS | BLANK | 02236 | 5 |
| *LEVEL | ALL GRADES | 02236 | 8 |
| *GENERAL | ALL CANDIDATES | 02236 | 7 |
| *HOURS | 1 | 02236 | 6 |
| *EVALUATION | MODULE 2237 | 02236 | 18 |
| *FILE | HYPOTHESIS TESTING ANALYSIS OF DATA RESEARCH DESIGN | 02236 | 9 |

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| *OBJECTIVES | TO EVALUATE MODULES 2224-2237 | 02237 | 16 |
| *PREREQUISITE | BLANK | 02237 | 17 |
| *EXPERIENCE | EXAM: THE STUDENTS WILL BE GIVEN A ONE HOUR TAKE HOME | 02237 | 11 |
| | EXAM. BOOKS AND NOTES MAY BE USED THE QUESTION: WHAT ARE | 02237 | 12 |
| | THE SOURCES OF CLASS AND RACE AWARENESS IN AMERICAN | 02237 | 13 |

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| | SOCIETY. WHAT ARE THE CONSEQUENCES FOR AMERICAN PUBLIC | 02237 14 |
| | EDUCATION. | 02237 15 |
| *SETTING | LARGE GROUP COLLEGE | 02237 10 |
| *MATERIALS | BLANK | 02237 5 |
| *LEVEL | BLANK | 02237 8 |
| *GENERAL | ALL CANDIDATES | 02237 7 |
| *HOURS | 1 | 02237 6 |
| *EVALUATION | STUDENT SHOULD BE ABLE TO LIST 10 SOURCES FOR BOTH RACE | 02237 18 |
| | AND CLASS AWARENESS. | 02237 19 |
| *FILE | SOCIAL CLASS RACE AWARENESS EXAMINATION | 02237 9 |

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| *OBJECTIVES | TO IDENTIFY THE CONCEPT OF SELECTIVE PERCPTION | 02238 16 |
| *PREREQUISITE | NONE | 02238 17 |
| *EXPERIENCE | READING: J. KLAPPER, [WHAT WE KNOW ABOUT THE EFFECTS OF | 02238 11 |
| | MASS COMMUNICATION: THE BRINK OF HOPE,[ BOBBS-MERRILL | 02238 12 |
| | REPRINT S-145, BERELSON AND LAZARSFELD, VOTING, | 02238 13 |
| | CHAPTER 11, KRECH, [INDIVIDUAL IN SOCIETY,[ PP. 18-25, | 02238 14 |
| | 235, [RESULTS ON KENNEDY-NIXON DEBATE,[ | 02238 15 |
| *SETTING | INDEPENDENT COLLEGE | 02238 10 |
| *MATERIALS | BLANK | 02238 5 |
| *LEVEL | ALL GRADES | 02238 8 |
| *GENERAL | ALL CANDIDATES | 02238 7 |
| *HOURS | 2 | 02238 6 |
| *EVALUATION | MODULE 2260 | 02238 18 |
| *FILE | MASS COMMUNICATION SELECTIVE PERCEPTION | 02238 9 |

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| *OBJECTIVES | SEE MODULE 2238 | 02239 23 |
| *PREREQUISITE | MODULE 2238 | 02239 24 |
| *EXPERIENCE | LECTURE: SELECTIVE EXPOSURE, SELECTIVE PERCEPTION, AND | 02239 11 |
| | MASS COMMUNICATION. THE LECTURER WILL TAKE THE FOLLOWING | 02239 12 |
| | TWO GENERALIZATIONS: ≥1. PEOPLE TEND TO EXPOSE THEMSELVES | 02239 13 |
| | TO COMMUNICATIONS THAT ARE CONSISTENT WITH THEIR BELIEFS. | 02239 14 |
| | THEY ARE MORE LIKELY TO SEE AND HEAR CONGENIAL | 02239 15 |
| | COMMUNICATIONS THAN NEUTRAL OR CONTRARY ONES, AND | 02239 16 |
| | ≥2. EVEN IN A CAPTIVE AUDIENCE SELECTIVE EXPOSURE TO | 02239 17 |
| | COMMUNICATION CAN OCCUR BY NOT LISTENING TO CONTRARY | 02239 18 |
| | BELIEFS, DISTORTING INCOMING INFORMATION, AND LISTENING | 02239 19 |
| | AND AND/OR REMEMBERING COMPATIBLE INFORMATION, AND | 02239 20 |
| | CONSTRUCT A LECTURE AROUND THEM DRAWING UPON THE READINGS | 02239 21 |
| | AND OTHER RESEARCH. | 02239 22 |
| *SETTING | LARGE GROUP COLLEGE | 02239 10 |
| *MATERIALS | BLANK | 02239 5 |
| *LEVEL | ALL GRADES | 02239 8 |
| *GENERAL | ALL CANDIDATES | 02239 7 |
| *HOURS | 1 | 02239 6 |
| *EVALUATION | MODULE 2260 | 02239 25 |
| *FILE | SELECTIVE PERCEPTION MASS COMMUNICATION SELECTIVE | 02239 9 |
| | EXPOSURE | 02239 |

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| *OBJECTIVES | TO IDENTIFY HOW SELECTIVE PERCPTION WORKS IN THE CLASSROOM | 02240 19 |
| *PREREQUISITE | MODULE 2238 AND 2239 | 02240 20 |
| *EXPERIENCE | FULL CLASS DISCUSSION THAT FOCUSSES ON THE FOLLOWING | 02240 11 |
| | QUESTIONS: ≥1. DO YOU KNOW PERSONS WHO HAVE MADE | 02240 12 |
| | NOTICEABLE SHIFTS IN THEIR FUNDAMENTAL BELIEFS AS A | 02240 13 |
| | RESULT OF CLASSROOM EXPERIENCES. ≥2. CAN YOU IDENTIFY | 02240 14 |
| | CHANGES THAT YOU YOURSELF HAVE MADE. ≥3. UNDER WHAT | 02240 15 |
| | CIRCUMSTANCES HAVE YOU OBSERVED SUCH SHIFTS. ≥4. WHAT | 02240 16 |
| | CLASSROOM CLIMATE FACILITATES OR HINDERS SELECTIVE | 02240 17 |

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| | PERCEPTION ABOUT CONTROVERSIAL ISSUES^ | 02240 | 18 |
| *SETTING | LARGE GROUP COLLEGE | 02240 | 10 |
| *MATERIALS | BLANK | 02240 | 5 |
| *LEVEL | ALL GRADES | 02240 | 8 |
| *GENERAL | ALL CANDIDATES | 02240 | 7 |
| *HOURS | 2 | 02240 | 6 |
| *EVALUATION | MODULE 2260 | 02240 | 21 |
| *FILE | SELECTIVE PERCEPTION CHANGING ATTITUDES MASS COMMUNICATION | 02240 | 9 |
| | | 02240 | |

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| *OBJECTIVES | TO IDENTIFY THE CONCEPT OF CONFORMITY PRONENESS AS A LINK | 02241 | 16 |
| | BETWEEN THE INDIVIDUAL AND SOCIETY | 02241 | 17 |
| *PREREQUISITE | NONE | 02241 | 18 |
| *EXPERIENCE | T. PARSONS, (THE LINK BETWEEN CHARACTER AND SOCIETY,( IN | 02241 | 11 |
| | LIPSET AND LOWENTHAL, EDS,, CULTURE AND SOCIAL CHARACTER, | 02241 | 12 |
| | PP. 89-136, S. MILBRAM, (NATIONALITY AND CONFORMITY,( | 02241 | 13 |
| | SCIENTIFIC AMERICAN, 1961, PP. 41-51, AND E. FRIEDENBERG, | 02241 | 14 |
| | COMING OF AGE IN AMERICA >ENTIRE BOOK,. | 02241 | 15 |
| *SETTING | INDEPENDENT COLLEGE | 02241 | 10 |
| *MATERIALS | BLANK | 02241 | 5 |
| *LEVEL | ALL GRADES | 02241 | 8 |
| *GENERAL | ALL CANDIDATES | 02241 | 7 |
| *HOURS | 5 | 02241 | 6 |
| *EVALUATION | MODULE 2260 | 02241 | 19 |
| *FILE | CONFORMITY PRONENESS INDIVIDUAL AND SOCIETY | 02241 | 9 |

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| *OBJECTIVES | TO IDENTIFY HOW THE NATURE OF A SOCIETY SHAPES | 02242 | 16 |
| | INDIVIDUAL CONFORMITY PRONENESS | 02242 | 17 |
| *PREREQUISITE | MODULE 2241 | 02242 | 18 |
| *EXPERIENCE | LECTURE: CONFORMITY PRONENESS AS AN INDIVIDUAL | 02242 | 11 |
| | CHARACTERISTIC: CROSS-NATIONAL DIFFERENCES. THIS LECTURE | 02242 | 12 |
| | WILL HIGHLIGHT THE GENERALIZATION THAT THE NATURE OF A | 02242 | 13 |
| | SOCIETY IN WHICH AN INDIVIDUAL GROWS UP SIGNIFICANTLY | 02242 | 14 |
| | SHAPES HIS CONFORMITY PRONENESS. | 02242 | 15 |
| *SETTING | LARGE GROUP COLLEGE | 02242 | 10 |
| *MATERIALS | BLANK | 02242 | 5 |
| *LEVEL | ALL GRADES | 02242 | 8 |
| *GENERAL | ALL CANDIDATES | 02242 | 7 |
| *HOURS | 1 | 02242 | 6 |
| *EVALUATION | MODULE 2260 | 02242 | 19 |
| *FILE | CONFORMITY PRONENESS INDIVIDUAL AND SOCIETY | 02242 | 9 |

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| *OBJECTIVES | TO SPECIFY SOME OF THE POSSIBLE RELATIONSHIPS BETWEEN | 02243 | 16 |
| | PUBLIC EDUCATION AND CONFORMITY PRONENESS | 02243 | 17 |
| *PREREQUISITE | MODULE 2239-2241 | 02243 | 18 |
| *EXPERIENCE | DISCUSSION: SMALL GROUPS WILL DISCUSS THE FOLLOWING | 02243 | 11 |
| | QUESTION THAT WILL RELATE THE FRIEDENBERG READING IN | 02243 | 12 |
| | MODULE 2241 TO PUBLIC EDUCATION: WHAT IS THE RELATIONSHIP | 02243 | 13 |
| | BETWEEN PUBLIC EDUCATION AND CONFORMITY PRONENESS IN THE | 02243 | 14 |
| | UNITED STATES^ | 02243 | 15 |
| *SETTING | SMALL GROUP 21-12 STUDENTS* COLLEGE | 02243 | 10 |
| *MATERIALS | BLANK | 02243 | 5 |
| *LEVEL | ALL GRADES | 02243 | 8 |
| *GENERAL | ALL CANDIDATES | 02243 | 7 |
| *HOURS | 1 | 02243 | 6 |
| *EVALUATION | MODULE 2260 | 02243 | 19 |
| *FILE | CONFORMITY PRONENESS PUBLIC EDUCATION INDIVIDUAL AND SOCIETY | 02243 | 9 |
| | | 02243 | |

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| *OBJECTIVES | TO IDENTIFY CONFORMITY PRONENESS AS AN INDIVIDUAL CHARACTERISTIC | 02244 | 17<br>18 |
| *PREREQUISITE | MODULES 2239-2241 | 02244 | 19 |
| *EXPERIENCE | READINGS: R. S. CRUTCHFIELD, [CONFORMITY AND CHARACTER,[ AMERICAN PSYCHOLOGIST, 1955, PP. 191-198. J. W. GETZELS AND P. W. JACKSON, CREATIVITY AND INTELLIGENCE: EXPLORATIONS WITH GIFTED STUDENTS. AND W. W. CHARTERS, [SOCIAL CLASS AND INTELLIGENCE,[ IN CHARTERS AND GAGE, EDS., READINGS IN THE SOCIAL PSYCHOLOGY OF EDUCATION. | 02244 | 11<br>12<br>13<br>14<br>15<br>16 |
| *SETTING | INDEPENDENT COLLEGE | 02244 | 10 |
| *MATERIALS | BLANK | 02244 | 5 |
| *LEVEL | ALL GRADES | 02244 | 8 |
| *GENERAL | ALL CANDIDATES | 02244 | 7 |
| *HOURS | 4 | 02244 | 6 |
| *EVALUATION | MODULE 2260 | 02244 | 20 |
| *FILE | CONFORMITY PRONENESS PUBLIC EDUCATION INDIVIDUAL AND SOCIETY | 02244 | 9 |

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| *OBJECTIVES | TO IDENTIFY CONFORMITY PRONENESS AS AN INDIVIDUAL CHARACTERISTIC | 02245 | 17<br>18 |
| *PREREQUISITE | MODULE 2244 | 02245 | 19 |
| *EXPERIENCE | LECTURE: CREATIVITY, INTELLIGENCE, AND CONFORMITY-PRONENESS. THE LECTURE WILL EMPHASIZE THAT CONFORMITY PRONENESS AS AN INDIVIDUAL CHARACTERISTIC IS DIFFERENTIALLY DISTRIBUTED ACROSS THE AMERICAN POPULATION. CONFORMITY PRONENESS MAY BE DIRECTLY RELATED TO CONVERGENT THINKING AND INVERSELY RELATED TO DIVERGENT THINKING. | 02245 | 11<br>12<br>13<br>14<br>15<br>16 |
| *SETTING | LARGE GROUP COLLEGE | 02245 | 10 |
| *MATERIALS | BLANK | 02245 | 5 |
| *LEVEL | ALL GRADES | 02245 | 8 |
| *GENERAL | ALL CANDIDATES | 02245 | 7 |
| *HOURS | 1 | 02245 | 6 |
| *EVALUATION | SEE MODULE 2248 | 02245 | 20 |
| *FILE | CONFORMITY PRONENESS INDIVIDUAL AND SOCIETY CONVERGENT THINKING | 02245 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO IDENTIFY HOW DIFFERENT TEACHING STYLES PROMOTE DIFFERENT CONGITIVE STYLES. | 02246 | 14<br>15 |
| *PREREQUISITE | MODULES 2243 AND 2244 | 02246 | 16 |
| *EXPERIENCE | DISCUSSION: FULL CLASS: HOW DO DIFFERENT TEACHING STYLES PROMOTE CONVERGENT OR DIVERGENT THINKING AND CONSEQUENTLY CONFORMITY--PRONENESS OR CREATIVITY. | 02246 | 11<br>12<br>13 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02246 | 10 |
| *MATERIALS | BLANK | 02246 | 5 |
| *LEVEL | ALL GRADES | 02246 | 8 |
| *GENERAL | ALL CANDIDATES | 02246 | 7 |
| *HOURS | 2 | 02246 | 6 |
| *EVALUATION | SEE MODULE 2128 | 02246 | 17 |
| *FILE | CONFORMITY PRONENESS TEACHING STYLES CONVERGENT THINKING | 02246 | 9 |

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| *OBJECTIVES | TO IDENTIFY THE RELATIONSHIP BETWEEN TEACHER BACKGROUND TRAINING AND TEACHING STYLE. | 02247 | 15<br>16 |
| *PREREQUISITE | NONE | 02247 | 17 |
| *EXPERIENCE | READINGS: E. FRIEDENBERG, [THE GIFTED STUDENT AND HIS ENEMIES,[ IN E. FRIEDENBERG, THE DIGNITY OF YOUTH, AND E. G. GUBA, ET AL., [OCCUPATIONAL CHOICE IN THE TEACHING | 02247 | 11<br>12<br>13 |

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|---|---|---|---|
| | CAREER,[ EDUCATIONAL RESEARCH BULLETIN, 1959. | 02247 | 14 |
| *SETTING | INDEPENDENT COLLEGE | 02247 | 10 |
| *MATERIALS | BLANK | 02247 | 5 |
| *LEVEL | ALL GRADES | 02247 | 8 |
| *GENERAL | ALL CANDIDATES | 02247 | 7 |
| *HOURS | 2 | 02247 | 6 |
| *EVALUATION | SEE MODULE 2248 | 02247 | 18 |
| *FILE | CONFORMITY PRONENESS TEACHING STYLE TEACHER BACKGROUND | 02247 | 9 |
| *OBJECTIVES | SEE MODULE 2247 | 02248 | 16 |
| *PREREQUISITE | MODULE 2247 | 02248 | 17 |
| *EXPERIENCE | DISCUSSION: SMALL GROUPS: 1) THE RELATIONSHIP BETWEEN | 02248 | 11 |
| | THE TYPES OF PEOPLE RECRUITED INTO TEACHING AND THEIR | 02248 | 12 |
| | TEACHING STYLES AND VALUES, AND 2) TEACHING STYLES AND | 02248 | 13 |
| | TEACHER VALUES AND STUDENT CREATIVITY OR CONFORMITY- | 02248 | 14 |
| | PRONENESS. | 02248 | 15 |
| *SETTING | SMALL GROUP 11-12 STUDENTS) COLLEGE | 02248 | 10 |
| *MATERIALS | BLANK | 02248 | 5 |
| *LEVEL | ALL GRADES | 02248 | 8 |
| *GENERAL | ALL CANDIDATES | 02248 | 7 |
| *HOURS | 1 | 02248 | 6 |
| *EVALUATION | STUDENTS WILL WRITE A FIVE PAGE ESSAY RELATING THE | 02248 | 18 |
| | CHARACTERISTICS OF THE SCHOOL ENVIRONMENT AND THE | 02248 | 19 |
| | PROMOTION OF CONFORMITY PRONENESS IN THE INDIVIDUAL | 02248 | 20 |
| | STUDENT. | 02248 | 21 |
| *FILE | CONFORMITY PRONESS TEACHING STYLE TEACHER BACKGROUND | 02248 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO IDENTIFY THE CONCEPT OF ANTICIPATORY SOCIALIZATION. | 02249 | 17 |
| *PREREQUISITE | NONE | 02249 | 18 |
| *EXPERIENCE | READING: R. K. MERTON, [REFERENCE GROUP THEORY AND SOCIAL | 02249 | 11 |
| | MOBILITY,[ IN LIPSET AND BENDIX, EDS., CLASS, STATUS AND | 02249 | 12 |
| | POWER, PP. 510-16, F. PINNER, [STUDENT TRADE UNIONISM IN | 02249 | 13 |
| | WESTERN EUROPE,[ AND R. TURNER, [MODES OF SOCIAL ASSENT | 02249 | 14 |
| | THROUGH EDUCATION,[ IN BENDIX AND LIPSET, CLASS, STATUS | 02249 | 15 |
| | AND POWER. | 02249 | 16 |
| *SETTING | INDEPENDENT COLLEGE | 02249 | 10 |
| *MATERIALS | BLANK | 02249 | 5 |
| *LEVEL | ALL GRADES | 02249 | 8 |
| *GENERAL | ALL CANDIDATES | 02249 | 7 |
| *HOURS | 2 | 02249 | 6 |
| *EVALUATION | SEE MODULE 2260 | 02249 | 19 |
| *FILE | ANTICIPATORY SOCIALIZATION SOCIAL CLASS SOCIAL MOBILITY | 02249 | 9 |

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| *OBJECTIVES | SEE MODULE 2249 | 02250 | 16 |
| *PREREQUISITE | MODULE 2249 | 02250 | 17 |
| *EXPERIENCE | LECTURE: REFERENCE GROUP THEORY, SOCIAL MOBILITY AND | 02250 | 11 |
| | SOCIAL CHANGE. THE LECTURER WILL DEVELOP THE | 02250 | 12 |
| | GENERALIZATION THAT UNDER CERTAIN CONDITIONS THE | 02250 | 13 |
| | INDIVIDUAL ADOPTS THE BELIEFS AND BEHAVIOR OF THE GROUP TO | 02250 | 14 |
| | WHICH HE ASPIRES BUT TO WHICH HE DOES NOT YET BELONG. | 02250 | 15 |
| *SETTING | LARGE GROUP COLLEGE | 02250 | 10 |
| *MATERIALS | BLANK | 02250 | 5 |
| *LEVEL | ALL GRADES | 02250 | 8 |
| *GENERAL | ALL CANDIDATES | 02250 | 7 |
| *HOURS | 1 | 02250 | 6 |
| *EVALUATION | SEE MODULE 2263 | 02250 | 18 |
| *FILE | GROUP THEORY SOCIAL MOBILITY SOCIAL CHANGE | 02250 | 9 |

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|---|---|---|
| *EXPERIENCE | TO IDENTIFY RELATIONSHIPS BETWEEN SOCIAL SYSTEM STRAINS | 02251 11 |
| | AND INDIVIDUAL BEHAVIOR. | 02251 12 |
| *PREREQUISITE | NONE | 02251 13 |
| *SETTING | LARGE GROUP COLLEGE | 02251 10 |
| *MATERIALS | BLANK | 02251 5 |
| *LEVEL | ALL GRADES | 02251 8 |
| *GENERAL | ALL CANDIDATES | 02251 7 |
| *HOURS | 1 | 02251 6 |
| *EVALUATION | SEE MODULE 2260 | 02251 14 |
| *FILE | SOCIAL CHANGE SOCIAL MOBILITY CONFORMITY PRONESS | 02251 9 |

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|---|---|---|
| *OBJECTIVES | SEE MODULE 2252 | 02252 13 |
| *PREREQUISITE | MODULE 2252 | 02252 14 |
| *EXPERIENCE | READING: R. K. MERTON, [SOCIAL STURCTURE AND ANOMIE IN | 02252 11 |
| | SOCIAL THEORY,[ IN SOCIAL THEORY AND SOCIAL STURCTURE. | 02252 12 |
| *SETTING | INDEPENDENT COLLEGE | 02252 10 |
| *MATERIALS | BLANK | 02252 5 |
| *LEVEL | ALL GRADES | 02252 8 |
| *GENERAL | ALL CANDIDATES | 02252 7 |
| *HOURS | 2 | 02252 6 |
| *EVALUATION | SEE MODULE 2260 | 02252 15 |
| *FILE | SOCIAL CHANGE SOCIAL MOBILITY CONFORMITY PRONESS | 02252 9 |

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|---|---|---|
| *OBJECTIVES | SEE MODULE 2251 | 02253 14 |
| *PREREQUISITE | MODULES 2251 2252 | 02253 15 |
| *EXPERIENCE | DISCUSSION: ANALYZE THE THEORETICAL SCHEME OUTLINED BY | 02253 11 |
| | MERTON AND TRY TO DIFFERENTIATE THE FOUR MODES OF | 02253 12 |
| | INDIVIDUAL RESPINSE TO SOCIAL STRAIN. LATGE GROUP. | 02253 13 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ COLLEGE | 02253 10 |
| *MATERIALS | BLANK | 02253 5 |
| *LEVEL | ALL GRADES | 02253 8 |
| *GENERAL | ALL CANDIDATES | 02253 7 |
| *HOURS | 1 | 02253 6 |
| *EVALUATION | SEE MODULE 2260 | 02253 16 |
| *FILE | SOCIAL CHANGE SOCIAL MOBILITY CONFORMITY PRONESS | 02253 9 |

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|---|---|---|
| *OBJECTIVES | TO IDENTIFY THE RELATIONSHIPS BETWEEN SOCIAL STRAINS AND | 02254 15 |
| | INDIVIDUAL BEHAVIOR. | 02254 16 |
| *PREREQUISITE | MODULES 2252 AND 2253 | 02254 17 |
| *EXPERIENCE | READING: E. FREIDENBERG, [THE IDEOLOGY OF SCHOOL | 02254 11 |
| | WITHDRAWAL,[ IN SHOSTAK AND GOMBERG, EDS., BLUE COLLAR | 02254 12 |
| | WORLD, L. FERMAN AND M. T. AIKEN, [THE ADJUSTMENT OF | 02254 13 |
| | OLDER WORKERS TO JOB DISPLACEMENT,[ IN BLUE COLLAR WORLD. | 02254 14 |
| *SETTING | INDEPENDENT COLLEGE | 02254 10 |
| *MATERIALS | BLANK | 02254 5 |
| *LEVEL | ALL GRADES | 02254 8 |
| *GENERAL | ALL CANDIDATES | 02254 7 |
| *HOURS | 2 | 02254 6 |
| *EVALUATION | SEE MODULE 2260 | 02254 18 |
| *FILE | SOCIAL CHANGE SOCIAL MOBILITY CONFORMITY PRONENESS | 02254 9 |

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|---|---|---|
| *OBJECTIVES | SEE MODULE 2254 | 02255 14 |
| *PREREQUISITE | MODULES 2252-2254 | 02255 15 |
| *EXPERIENCE | DISCUSSION: DISTINGJISH RITUALISM AND RETREATISM AND THE | 02255 11 |
| | USEFULNESS OF THESE CATEGORIES FOR THE PUBLIC SCHOOL | 02255 12 |
| | TEACHER. | 02255 13 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ COLLEGE | 02255 10 |
| *MATERIALS | BLANK | 02255 5 |

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|---|---|---|
| *LEVEL | ALL GRADES | 02255 8 |
| *GENERAL | ALL CANDIDATES | 02255 7 |
| *HOURS | 1 | 02255 6 |
| *EVALUATION | SEE MODULE 2260 | 02255 16 |
| *FILE | SOCIAL CHANGE SOCIAL MOBILITY RITUALISM | 02255 9 |

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|---|---|---|
| *OBJECTIVES | TO IDENTIFY THE RELATIONSHIPS BETWEEN SOCIAL STRAINS AND INNOVATION. | 02256 16<br>02256 17 |
| *PREREQUISITE | MODULES 2252-2255 | 02256 18 |
| *EXPERIENCE | READINGS: F. SOLOMON AND J. R. FISHMAN, [YOUTH AND SOCIAL ACTION: ACTION AND IDENTITY FORMATION IN THE FIRST STUDENT SIT-IN DEMONSTRATIONS,[ IN JOURNAL OF SOCIAL ISSUES, 1964, PP. 36-45, AND S. CARMICHAEL AND C. HAMILTON, BLACK POWER (ENTIRE BOOK). | 02256 11<br>02256 12<br>02256 13<br>02256 14<br>02256 15 |
| *SETTING | INDEPENDENT COLLEGE | 02256 10 |
| *MATERIALS | BLANK | 02256 5 |
| *LEVEL | ALL GRADES | 02256 8 |
| *GENERAL | ALL CANDIDATES | 02256 7 |
| *HOURS | 3 | 02256 6 |
| *EVALUATION | SEE MODULE 2260 | 02256 19 |
| *FILE | SOCIAL CHANGE SOCIAL STRAIN CONFORMITY | 02256 9 |

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|---|---|---|
| *OBJECTIVES | SEE MODULE 2256 | 02257 14 |
| *PREREQUISITE | MODULES 2252-2256 | 02257 15 |
| *EXPERIENCE | DISCUSSION: ARE THE STUDENT SIT-INS AND THE BLACK POWER MOVEMENT INNOVATIONS IN THE SENSE THAT MERTON DEVELOPS THAT CONCEPT. | 02257 11<br>02257 12<br>02257 13 |
| *SETTING | SMALL GROUP 21-12 STUDENTS* COLLEGE | 02257 10 |
| *MATERIALS | BLANK | 02257 5 |
| *LEVEL | ALL GRADES | 02257 8 |
| *GENERAL | ALL CANDIDATES | 02257 7 |
| *HOURS | 1 | 02257 6 |
| *EVALUATION | SEE MODULE 2260 | 02257 16 |
| *FILE | SOCIAL CHANGE SOCIAL INNOVATIONS CONFORMITY | 02257 9 |

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|---|---|---|
| *OBJECTIVES | TO IDENTIFY HOW THE MERTON SCHEME ACCOUNTS FOR URBAN DISORDER. | 02258 16<br>02258 17 |
| *PREREQUISITE | MODULES 2252-2257 | 02258 18 |
| *EXPERIENCE | READINGS: A. GRIMSHAW, [THREE VIEWS OF URBAN VIOLENCE: CIVIL DISTURBANCE, RACIAL REVOLT, CLASS ASSAULT,[ AMERICAN BEHAVIORAL SCIENTIST, APRIL,1968, AND J. DAVIES, [TOWARD A THEORY OF REVOLUTION,[ AMERICAN SOCIOLOGICAL REVIEW, 1962, PP. 5-19. | 02258 11<br>02258 12<br>02258 13<br>02258 14<br>02258 15 |
| *SETTING | INDEPENDENT COLLEGE | 02258 10 |
| *MATERIALS | BLANK | 02258 5 |
| *LEVEL | ALL GRADES | 02258 8 |
| *GENERAL | ALL CANDIDATES | 02258 7 |
| *HOURS | 2 | 02258 6 |
| *EVALUATION | SEE MODULE 2260 | 02258 19 |
| *FILE | MERTON SCHEME SOCIAL CHANGE SOCIAL INNOVATION | 02258 9 |

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|---|---|---|
| *OBJECTIVES | SEE MODULE 2258 | 02259 13 |
| *PREREQUISITE | MODULES 2252-2258 | 02259 14 |
| *EXPERIENCE | SMALL GROUP DISCUSSION: ARE THE URBAN RIOTS CIVIL DISTURBANCES, RACIAL REVOLTS, OR CLASS ASSAULTS. | 02259 11<br>02259 12 |
| *SETTING | SMALL GROUP 21-12 STUDENTS* COLLEGE | 02259 10 |
| *MATERIALS | BLANK | 02259 5 |

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| | | 02259 8 |
| *LEVEL | ALL GRADES | 02259 7 |
| *GENERAL | ALL CANDIDATES | 02259 6 |
| *HOURS | 1 | 02259 15 |
| *EVALUATION | SEE MODULE 2260 | 02259 9 |
| *FILE | SOCIAL CHANGE SOCIAL INNOVATION CONFORMITY | |

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|---|---|---|
| *OBJECTIVES | TO IDENTIFY HOW PUBLIC EDUCATION CONTRIBUTES TO OR BLUNTS | 02260 16 |
| | INDIVIDUAL REACTION TO SOCIAL STRAIN. | 02260 17 |
| | | 02260 18 |
| *PREREQUISITE | MODULES 2252-2259 | 02260 11 |
| *EXPERIENCE | LECTURE: PUBLIC EDUCATION IN THE CONTEXT OF INDIVIDUAL | 02260 12 |
| | RESPONSES TO SOCIAL STRAINS. THIS LECTURE WILL DEVELOP | 02260 13 |
| | THE NOTION THAT CHOICES MADE IN THE PUBLIC EDUCATION | 02260 14 |
| | SYSTEM CAN EITHER FACILITATE OR BLUNT PARTICULAR | 02260 15 |
| | INDIVIDUAL RESPONSES TO SOCIAL STRAINS. | 02260 10 |
| *SETTING | LARGE GROUP COLLEGE | 02260 5 |
| *MATERIALS | BLANK | 02260 8 |
| *LEVEL | ALL GRADES | 02260 7 |
| *GENERAL | ALL CANDIDATES | 02260 6 |
| *HOURS | 1 | 02260 19 |
| *EVALUATION | STUDENTS WILL BE GIVEN A TAKE HOME EXAMINATION IN WHICH | 02260 20 |
| | THEY WILL BE ASKED TO RELATE SOCIAL STRAINS, INDIVIDUAL | 02260 21 |
| | BEHAVIOR, INNOVATION, AND THE EDUCATIONAL SYSTEM. THEY | 02260 22 |
| | MAY USE NOTES TAKEN DURING THE COURSE BUT NO BOOKS IN | 02260 23 |
| | PREPARING THEIR TEN-PAGE WRITTEN ESSAYS. | 02260 9 |
| *FILE | SOCIAL CHANGE SOCIAL INNOVATIONS PUBLIC EDUCATION | |

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| *OBJECTIVES | INTRODUCE THE NOTION OF MODELS TO DESCRIBE CONFLICT | 02261 16 |
| | PROCESSES. POINT OUT THAT DIFFERENT TYPES OF CONFLICTS | 02261 17 |
| | WILL REQUIRE DIFFERENT MODELS. | 02261 18 |
| *PREREQUISITE | PRIOR EXPOSURE TO ECONOMIC MODELS. | 02261 19 |
| *EXPERIENCE | ASSIGNED READING FOR FIRST WEEK: ANATOL RAPOPORT, FIGHTS, | 02261 11 |
| | GAMES AND DEBATES, CHS. 1-3 AND 6-10 VILHEM AUBERT, | 02261 12 |
| | [COMPETITION AND CONSENSUS: TWO TYPES OF CONFLICT AND | 02261 13 |
| | CONFLICT RESOLUTION, IJ. OF CONFLICT RESOLUTION, 7, 1 | 02261 14 |
| | ≥MARCH 1963+. | 02261 15 |
| | | 02261 10 |
| *SETTING | INDEPENDENT COLLEGE | 02261 5 |
| *MATERIALS | BLANK | 02261 8 |
| *LEVEL | ALL GRADES | 02261 7 |
| *GENERAL | ALL CANDIDATES | 02261 6 |
| *HOURS | 6 | 02261 20 |
| *EVALUATION | MODULE 2266 | 02261 9 |
| *FILE | SOCIAL CONFLICT SOCIAL COMPETITION CONFLICT MODELS | |

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| *OBJECTIVES | PREPARE STUDENT FOR UNDERSTANDING OF FORMAL CONFLICT | 02262 26 |
| | MODELS. | 02262 27 |
| | | 02262 28 |
| *PREREQUISITE | MODULE 2261 | 02262 11 |
| *EXPERIENCE | PROFESSOR WILL INTRODUCE THE CONCEPT OF CONFLICT, DEFINING | 02262 12 |
| | IT GENERALLY AS THE EXISTENCE OF MUTUALLY EXCLUSIVE | 02262 13 |
| | STRIVINGS AND THE PROCESSES OF INTERACTION RESULTING FROM | 02262 14 |
| | SUCH STRIVINGS. HE WILL SHOW THE BASIC SIMILARITY BETWEEN | 02262 15 |
| | INTRA-PERSONAL AND INTERPERSONAL CONFLICT, SINCE BOTH | 02262 16 |
| | TYPICALLY INVOLVE EITHER THE ALLOCATION OF AVAILABLE | 02262 17 |
| | RESOURCES OR DECISIONS CONCERNING MUTUALLY EXCLUSIVE | 02262 18 |
| | BELIEFS OR COURSES OF ACTION. HE WILL FURTHER POINT OUT | 02262 19 |
| | THAT MOST HUMAN CONFLICTS, WHETHER INTRA-PERSONAL OR | 02262 20 |
| | INTRA-PERSONAL, INVOLVE [MIXED MOTIVES[, I.E. BOTH | 02262 21 |
| | INTEGRATIVE AND ANTAGONISTIC STRIVINGS AND ILLUSTRATE THIS | 02262 22 |
| | WITH EXAMPLES. REFERRING TO THE AUBERT ARTICLE ASSIGNED | |

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| | AS REQUIRED READING. THE LECTURER WILL INTRODUCE THE | 02262 | 23 |
| | NOTION OF PAY-OFFS AND DISTINGUISH BETWEEN DIVISIBLE AND | 02262 | 24 |
| | INDIVISIBLE PAY-OFFS. | 02262 | 25 |
| *SETTING | LARGE GROUP COLLEGE | 02262 | 10 |
| *MATERIALS | BLANK | 02262 | 5 |
| *LEVEL | ALL GRADES | 02262 | 8 |
| *GENERAL | ALL CANDIDATES | 02262 | 7 |
| *HOURS | 25 MINUTES | 02262 | 6 |
| *EVALUATION | MODULE 2266 | 02262 | 29 |
| *FILE | SOCIAL CONFLICT CONFLICT MODELS INTERACTION | 02262 | 9 |

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| *OBJECTIVES | TO INSURE THAT STUDENTS ARE CLEAR ABOUT THE WAY THE SLOPES | 02263 | 16 |
| | ARE DETERMINED AND HOW EQUILIBRIA ARE REPRESENTED | 02263 | 17 |
| | GRAPHICALLY. TO PREPARE FOR ASSIGNMENT, IN MODULE 2166. | 02263 | 18 |
| *PREREQUISITE | MODULE 2261 | 02263 | 19 |
| *EXPERIENCE | PROFESSOR WILL SHOW HOW THE GRAPHS OF RICHARDSON PROCESSES | 02263 | 11 |
| | ARE PLOTTED, USING ASSUMED VALUES IN RAPSPORTS EQUATIONS | 02263 | 12 |
| | 2CH. 2 OF FIGHTS, GAMES AND DEBATES.+. HE WILL SHOW THAT | 02263 | 13 |
| | THE EQUILIBRIUM POINT DEPENDS ON THE SLOPES OF THE TWO | 02263 | 14 |
| | PARTIAL EQUILIBRIUM FUNCTIONS. | 02263 | 15 |
| *SETTING | LARGE GROUP COLLEGE | 02263 | 10 |
| *MATERIALS | BLANK | 02263 | 5 |
| *LEVEL | ALL GRADES | 02263 | 8 |
| *GENERAL | ALL CANDIDATES | 02263 | 7 |
| *HOURS | 25 MINUTES | 02263 | 6 |
| *EVALUATION | MODULE 2266 | 02263 | 20 |
| *FILE | CONFLICT MODELS SOCIAL CONFLICT INTERACTION | 02263 | 9 |

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| *OBJECTIVES | THE PARAMETERS OF HOSTITILITY OR (TOUCHINESS( AND COST | 02264 | 16 |
| | WILL CONSTITUTE MAJOR ORGANIZING CONCEPTS IN THIS COURSE. | 02264 | 17 |
| | IT IS IMPORTANT FOR THE STUDENT TO GRASP AT THIS POINT TO | 02264 | 18 |
| | WHAT EXTENT THEY DETERMINE THE STRUCTURE OF CONFLICT | 02264 | 19 |
| | PROCESSES, SO THAT ALL FURTHER DISCUSSION WILL NOT BE | 02264 | 20 |
| | SEEN IN STATIC TERMS BUT RATHER IN TERMS OF THE CONFLICT | 02264 | 21 |
| | PROCESS. | 02264 | 22 |
| *PREREQUISITE | MODULE 2261 | 02264 | 23 |
| *EXPERIENCE | PROFESSOR WILL ELABORATE ON THE RICHARDSON PROCESS BY | 02264 | 11 |
| | INTRODUCING CURVILINEAR FUNCTIONS, MAKING VARIOUS | 02264 | 12 |
| | ASSUMPTIONS ABOUT CHANGES IN THE PARAMETERS AS LEVELS OF | 02264 | 13 |
| | HOSTILITY CHANGE. BOULDINGS ILLUSTRATIONS IN CH. 2 OF | 02264 | 14 |
| | CONFLICT AND DEFENSE MAY SERVE AS GUIDELINES. | 02264 | 15 |
| *SETTING | LARGE GROUP COLLEGE | 02264 | 10 |
| *MATERIALS | BLANK | 02264 | 5 |
| *LEVEL | ALL GRADES | 02264 | 8 |
| *GENERAL | ALL CANDIDATES | 02264 | 7 |
| *HOURS | 25 MIN. | 02264 | 6 |
| *EVALUATION | MODULE 2266 | 02264 | 24 |
| *FILE | RICHARDSON PROCESS SOCIAL CONFLICT INTERACTION | 02264 | 9 |

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| *OBJECTIVES | THE STUDENT SHOULD BE MADE TO WRESTLE WITH THE PROBLEM OF | 02265 | 18 |
| | RATIONALITY AND THE SITUATIONAL DETERMINANTS OF BEHAVIOR. | 02265 | 19 |
| | GIVEN CERTAIN QUITE PLAUSIBLE ASSUMPTIONS ABOUT RATIONAL | 02265 | 20 |
| | MOTIVATION MOTIVATION, OUTCOMES OF CONFLICT PROCESSES ARE | 02265 | 21 |
| | IN SOME CASES, BEYOND THE CONTROL OF PARTICIPANTS. | 02265 | 22 |
| *PREREQUISITE | MODULE 2261 | 02265 | 23 |
| *EXPERIENCE | PROFESSOR WILL SHOW THE CONNECTION BETWEEN RICHARDSON | 02265 | 11 |
| | PROCESSES AND TWO-PERSON GAMES, USING DIRECTIONAL GRAPHS | 02265 | 12 |
| | SUCH AS IN CH. 3 OF BOULDINGSS CONFLICT AND DEFENSE. HE | 02265 | 13 |

WILL PARTICULARLY INSIST ON THE NOTIONS OF ZERO-SUM AND NON-ZERO-SUM GAMES, MAKING THE CONNECTION WITH THE AUBERT ARTICLE. HE WILL DISCUSS THE NOTION OF EQUILIBRIUM IN GAME THEORY ≥SADDLE POINT, MIXED STRATEGY•.

*SETTING LARGE GROUP COLLEGE
*MATERIALS BLANK
*LEVEL ALL GRADES
*GENERAL ALL CANDIDATES
*HOURS 25 MIN.
*EVALUATION MODULE 2266
*FILE RICHARDSON PROCESS SOCIAL CONFLICTS INTERACTION

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*OBJECTIVES THE REALIZATION THAT THE RICHARDSON GRAPHS DESCRIBE PROCESSES WHEREAS PAY-OFF MATRICES DESCRIBES STATES OF A SYSTEM IS BEST ACHIEVED BY HAVING STUDENTS DO THE PLOTTING AND CONSTRUCTIONS THEMSELVES. STUDENT≤S PERFORMANCE WILL HELP EVALUATE WHETHER OBJECTIVES HAVE BEEN ACHIEVED.

*PREREQUISITE MODULE 2261
*EXPERIENCE ASSIGNMENT, TO BE COMPLETED AT END OF SECOND WEEK≥2 EACH STUDENT WILL PRODUCE A DIAGRAM OF A RICHARDSON PROCESS BY ASSUMING CHANGES IN THE HOSTILITY AND COST COEFFICIENTS AS FUNCTIONS OF ADVERSE HOSTILITY ≥ARMAMENTS• AND OWN COST LEVELS RESPECTIVELY. THE RATES OF CHANGE OF THE COEFFICIANTS SHOULD BE GIVEN BY THE INSTRUCTOR• STUDENTS SHOULD PLOT THE CURVES AND WRITE SOME EXPLANATORY PARAGRAPHS DESCRIBING EQUILIBRIUM POINTS ≥OR ABSENCE THEREOF•, STABILITY OR INSTABILITY OF EQUILIBRIA, AND DISCUSSING THE CURVES IN GENERAL. STUDENTS SHOULD INDICATE BY MEANS OF A VERBAL EXAMPLE HOW WELL THEY HAVE UNDERSTOOD THE PROCESS. STUDENTS SHOULD SELECT SOME ARBITRARY POINTS IN THE DIAGRAM AND WRITE DOWN THE GAME THEORETIC PAY-OFF MATRICES DESCRIBING THE SITUATION AT THESE POINTS. ≥THREE POINTS ARE PROBABLY SUFFICIENT,• ONE ON EACH OF THE PARTIAL EQUILIBRIUM CURVES, AND THE THIRD BETWEEN THEM.• UTILITY SHOULD BE DEFINED AS A LINEAR FUNCTION OF NEARNESS TO PLAYER≤S OWN PARTIAL EQUILIBRIUM CURVE. EACH PLAYER HAS THREE STRATEGIES, EACH REPRESENTING A MOVE OF ONE UNIT ALONG HIS OWN AXIS: UP, DOWN, OR NO MOVE AND LEFT, RIGHT OR NO MOVE.

*SETTING INDEPENDENT COLLEGE
*MATERIALS BLANK
*LEVEL ALL GRADES
*GENERAL ALL CANDIDATES
*HOURS 2
*EVALUATION SEE OBJECTIVES.
*FILE SOCIAL CONFLICT RICHARDSON PROCESS INTERACTION

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*OBJECTIVES PROVIDE CONCRETE EXPERIENCE OF DECISION MAKING IN MIXED-MOTIVE CONFLICT SITUATION. PROVIDE DATA FOR SUBSEQUENT ANALYSIS.

*PREREQUISITE RUDIMENTS OF GAME THEORY.
*EXPERIENCE LABORATORY SESSION 1: STUDENTS WILL BE DIVIDED INTO GROUPS OF THREE AND PLAY 20 MOVES OF EACH OF SEVERAL VERSIONS OF PRISONERS DILEMMA AND CHICKEN DIFFERING FROM ONE ANOTHER IN SEVERITY. ≥EACH STUDENT MUST HAVE A CODE NUMBER UNKNOWN TO INSTRUCTOR, WHICH WILL PERMIT TO ASSOCIATE HIS RESPONSES ON VARIOUS INSTRUMENTS WITHOUT VIOLATING HIS PRIVACY, E.G. THE SUM OF HIS OWN AND HIS MOTHER≤S BIRTHDAYS, EACH EXPRESSED AS A SIX-DIGIT NUMBER.• IN EACH

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| | GROUP, TWO STUDENTS WILL BE PLAYERS, THE THIRD STUDENT | 02267 | 19 |
| | WILL RECORD. IMMEDIATELY AFTER PLAYING, DISCUSSION LEADER | 02267 | 20 |
| | WILL DISCUSS THE LOGIC OF THE GAME, AND STUDENTS WILL FORM | 02267 | 21 |
| | HYPOTHESES ABOUT [RATIONAL] BEHAVIOR. GROUPS WILL DECIDE | 02267 | 22 |
| | HOW RESULTS SHOULD BE SCORED. DECISIONS REGARDING SCORING | 02267 | 23 |
| | WILL BE MADE JOINTLY BY ALL GROUPS AND SCORING TASKS WILL | 02267 | 24 |
| | BE ASSIGNED TO GROUPS. THIS OPERATION REQUIRES A | 02267 | 25 |
| | FLEXIBLE LAB SPACE WHICH PERMITS MEETINGS OF SMALL AND | 02267 | 26 |
| | MEDIUM SIZE GROUPS AS WELL AS EXPERIMENTAL TRIADS, AS | 02267 | 27 |
| | WELL AS GATHERINGS OF THE ENTIRE CLASS. | 02267 | 28 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02267 | 10 |
| *MATERIALS | FORMS: PAY-OFF MATRICES, RECORDING FORMS, DIVIDERS BETWEEN | 02267 | 5 |
| | TRIADS. | 02267 | |
| *LEVEL | ALL GRADES | 02267 | 8 |
| *GENERAL | ALL CANDIDATES | 02267 | 7 |
| *HOURS | 2 | 02267 | 6 |
| *EVALUATION | MODULE 2279 | 02267 | 33 |
| *FILE | DECISION MAKING RATIONAL BEHAVIOR SOCIAL CONFLICT | 02267 | 9 |

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| *OBJECTIVES | PROVIDE DATA FOR SUBSEQUENT ANALYSIS. PRACTICE SCORING. | 02268 | 14 |
| | EXECUTE RELIABILITY CHECKS. | 02268 | 15 |
| *PREREQUISITE | NONE | 02268 | 16 |
| *EXPERIENCE | ASSIGNMENT TO SMALL GROUPS MEETING WITHOUT INSTRUCTOR: | 02268 | 11 |
| | COMPUTE APPROPRIATE SCORES, DECIDED UPON DURING LAB | 02268 | 12 |
| | SESSION 1. MODULE 2147. | 02268 | 13 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02268 | 10 |
| *MATERIALS | FORMS TO RECORD SCORE, A DIFFERENT ONE FOR EACH TYPE OF | 02268 | 5 |
| | SCORE, SO THAT RESULTS OF ALL GROUPS CAN BE EASILY | 02268 | |
| | COMBINED. | 02268 | |
| *LEVEL | ALL GRADES | 02268 | 8 |
| *GENERAL | ALL CANDIDATES | 02268 | 7 |
| *HOURS | 1 | 02268 | 6 |
| *EVALUATION | MODULE 2279 | 02268 | 17 |
| *FILE | DECISION MAKING RATIONAL BEHAVIOR SOCIAL CONFLICTS | 02268 | 9 |

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| *OBJECTIVES | ACQUAINT STUDENT WITH MODELS OF COALITION FORMATION AND | 02269 | 16 |
| | EPIDEMIOLOGICAL MODELS OF MASS OUTBURSTS. | 02269 | 17 |
| *PREREQUISITE | GENERAL UNDERSTANDING OF THE USE OF MODELS. | 02269 | 18 |
| *EXPERIENCE | READING ASSIGNMENT FOR SECOND WEEK. ANATOL RAPAPORT, | 02269 | 11 |
| | FIGHTS, GAMES AND DEBATES, CHAPTERS 3 AND 12. | 02269 | 12 |
| | THOMAS C. SCHELLING, THE STRATEGY OF CONFLICT, CH. 3. | 02269 | 13 |
| | WILLIAM A. GAMSON [A THEORY OF COALITION FORMATION,] | 02269 | 14 |
| | AM. SOCIOLOGICAL REVIEW, 26, 1961, 373-382. | 02269 | 15 |
| *SETTING | INDEPENDENT COLLEGE | 02269 | 10 |
| *MATERIALS | BLANK | 02269 | 5 |
| *LEVEL | ALL GRADES | 02269 | 8 |
| *GENERAL | ALL CANDIDATES | 02269 | 7 |
| *HOURS | 3 | 02269 | 6 |
| *EVALUATION | FINAL REPORT, FINAL TEST. | 02269 | 19 |
| *FILE | COALITION MODEL SOCIAL CONFLICT INTERACTION | 02269 | 9 |

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| *OBJECTIVES | STRENGTHEN UNDERSTANDING OF THE USES AS WELL AS | 02270 | 19 |
| | LIMITATIONS OF MODELS | 02270 | 20 |
| *PREREQUISITE | READINGS MODULE 2269 | 02270 | 21 |
| *EXPERIENCE | PROFESSOR WILL DEVELOP THE THEORY OF N-PERSON GAMES, | 02270 | 11 |
| | POINTING OUT THE LACK OF AN ADEQUATELY PREDICTIVE | 02270 | 12 |
| | [RATIONAL] MODEL. STARTING WITH THE VON NEUMANN AND | 02270 | 13 |
| | MORGENSTERN SOLUTION, HE WILL SKETCH OTHER ATTEMPTS TO | 02270 | 14 |

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| | SOLVE THE COALITION PROBLEM ≥E.G. NASH, LUCE↑, AND | 02270 15 |
| | EMPHSIZE THE SIZE PRINCIPLE ≥RIKER, THEORY OF POLITICAL | 02270 16 |
| | COALITIONS↑, AND THE SOCIOLOGICAL AND PSYCHOLOGICAL | 02270 17 |
| | ASSUMPTIONS OF GAMSON AND OTHER WRITERS. | 02270 18 |
| *SETTING | LARGE GROUP COLLEGE | 02270 10 |
| *MATERIALS | BLANK | 02270 5 |
| *LEVEL | ALL GRADES | 02270 8 |
| *GENERAL | ALL CANDIDATES | 02270 7 |
| *HOURS | 50 MINUTES | 02270 6 |
| *EVALUATION | FINAL REPORT, FINAL TEST. | 02270 22 |
| *FILE | COALITION MODEL SOCIAL CONFLICT N-PERSON GAMES | 02270 9 |

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| *OBJECTIVES | POINT OUT DIFFERENCES BETWEEN MODELS THUS FAR DISCUSSED, | 02271 16 |
| | WHERE OUTCOMES DEPEND ON COMBINED EFFECTS OF TWO ACTORS, | 02271 17 |
| | AND THE PRESENT STOCHASTIC MODEL. | 02271 18 |
| *PREREQUISITE | GENERAL UNDERSTANDING OF THE USEFULNESS OF MODELS. | 02271 19 |
| *EXPERIENCE | PROFESSOR WILL DEVELOP EPIDEMIOLOGICAL MODEL OF MASS | 02271 11 |
| | ACTION, BASING HIS DISCUSSION ON BOULDING ≥CONFLICT AND | 02271 12 |
| | DEFENSE, CH. 7↑ AND RICHARDSON≤S ARTICLES ON [WAR MOODS[ | 02271 13 |
| | ≥PSYCHOMETRICA, XIII, 1948, 147-174 AND 197-232↑, AND ON | 02271 14 |
| | THE ASSIGNED READING. | 02271 15 |
| *SETTING | LARGE GROUP COLLEGE | 02271 10 |
| *MATERIALS | BLANK | 02271 5 |
| *LEVEL | ALL GRADES | 02271 8 |
| *GENERAL | ALL CANDIDATES | 02271 7 |
| *HOURS | 50 MINUTES | 02271 6 |
| *EVALUATION | FINAL TEST. | 02271 20 |
| *FILE | COALITION MODEL SOCIAL CONFLICT | 02271 9 |

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| *OBJECTIVES | GIVE FIRST EXPERIENCE WITH CONSTRUCTING TABLES AND | 02272 20 |
| | INTRODUCE THE NOTION OF INDEPENDENCE. | 02272 21 |
| *EXPERIENCE | LABORATORY SESSION 2: PRIOR TO THIS SESSION, SCORES MUST | 02272 11 |
| | HAVE BEEN TURNED IN BY GROUPS MODULE 2268. THESE MUST | 02272 12 |
| | HAVE BEEN REPRODUCED ≥E.G. BY XEROX PROCESS↑ SO THAT EACH | 02272 13 |
| | GROUP WILL HAVE AT LEAST ONE FULL SET OF DATA, PREFERABLY | 02272 14 |
| | ONE PER STUDENT. EACH GROUP WILL BE ASSIGNED THE TASK OF | 02272 15 |
| | MAKING UP FREQUENCY DISTRIBUTIONS FOR PARTICULAR SCORES | 02272 16 |
| | COMPUTED. GROUP LEADERS WILL DEMONSTRATE HOW TO TEST | 02272 17 |
| | SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OR PERCENTAGES, | 02272 18 |
| | USING CHI-SQUARE AND T-TEST. | 02272 19 |
| *SETTING | OTHER ≥SPECIFY, SEE P. 7 COLLEGE | 02272 10 |
| *MATERIALS | SPECIAL HAND-OUT, GIVING BRIEF STATEMENT OF LOGIC OF | 02272 5 |
| | SIGNIFICANCE TEST ≥A LA SIEGEL, NON-PARAMETRIC STATISTICS↑ | 02272 |
| | AND COMPUTATION GUIDE. | 02272 |
| *LEVEL | ALL GRADES | 02272 8 |
| *GENERAL | ALL CANDIDATES | 02272 7 |
| *HOURS | 2 | 02272 6 |
| *FILE | ANALYSIS OF DATA STATISTICS INDEPENDENCE. | 02272 9 |

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| *OBJECTIVES | PRACTICE WITH TABULATION OF DATA AND STATISTICAL TESTS. | 02273 16 |
| *PREREQUISITE | NONE | 02273 17 |
| *EXPERIENCE | ASSIGNMENT TO BE COMPLETED FOR NEXT LAB SESSION: EACH | 02273 11 |
| | STUDENT TO CONSTRUCT ONE BI-VARIATE TABLE, USING HAND | 02273 12 |
| | TABULATION, WITH TYPE OF GAME AND SOME GAME SCORE THE | 02273 13 |
| | VARIABLES. STUDENTS SHOULD WORK IN PAIRS WHEN TALLYING. | 02273 14 |
| | COMPUTE CHI-SQUARE AND/OR T-TEST. | 02273 15 |
| *SETTING | INDEPENDENT COLLEGE | 02273 10 |
| *MATERIALS | BLANK | 02273 5 |

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| *LEVEL | ALL GRADES | 02273 | 8 |
| *GENERAL | ALL CANDIDATES | 02273 | 7 |
| *HOURS | 1 1/2 | 02273 | 6 |
| *EVALUATION | INSTRUCTORSS EVALUATION OF ASSIGNMENT. | 02273 | 18 |
| *FILE | ANALYSIS OF DATA STATISTICS | 02273 | 9 |

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| *OBJECTIVES | TO BEGIN THE DISCUSSION OF FACTORS WHICH FUNCTION AS | 02274 | 19 |
| | PARAMETERS IN THE FORMAL MODELS PREVIOUSLY DISCUSSED. | 02274 | 20 |
| *PREREQUISITE | NONE | 02274 | 21 |
| *EXPERIENCE | READING ASSIGNMENT FOR THIRD WEEK ELTON B. MCNEIL, | 02274 | 11 |
| | PSYCHOLOGY AND AGGRESSION, NO. 3 VOL 3 OF CONFLICT | 02274 | 12 |
| | RESOLUTION SECTION I - VI ≥PP. 196 - 233↑ S. MILGRAM | 02274 | 13 |
| | [BEHAVIORAL STUDY OF OBEDIENCE,[ J. OF ABNORMAL AND SOCIAL | 02274 | 14 |
| | PSYCHOLOGY, 67,≥1963↑, 371-378, JANOWITZ, M. AND MARVICK, | 02274 | 15 |
| | D., [AUTHORITARIANISM AND POLITICAL BEHAVIOR,[ PUBLIC | 02274 | 16 |
| | OPINION QUARTERLY, 17:185-201 ≥1953↑ MILTON ROKEACH, THE | 02274 | 17 |
| | OPEN AND CLOSED MIND, CHS. 1 + 2. | 02274 | 18 |
| *SETTING | INDEPENDENT COLLEGE | 02274 | 10 |
| *MATERIALS | BLANK | 02274 | 5 |
| *LEVEL | ALL GRADES | 02274 | 8 |
| *GENERAL | ALL CANDIDATES | 02274 | 7 |
| *HOURS | 2 1/2 | 02274 | 6 |
| *EVALUATION | FINAL REPORT, FINAL TEST. | 02274 | 22 |
| *FILE | SOCIAL CONFLICT AGGRESSION | 02274 | 9 |

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| *OBJECTIVES | AGGRESSION SHOULD BE SEEN BY STUDENTS AS DETERMINED BY | 02275 | 26 |
| | BOTH PERSONALITY >OR CULTURE↑ AND SITUATION, AND THE | 02275 | 27 |
| | SIMILARITY OF THESE AS WELL THE JOINT EFFECTS ON CONFLICT | 02275 | 28 |
| | PROCESSES AS DESCRIBED BY FORMAL MODELS SHOULD BE SEEN. | 02275 | 29 |
| *PREREQUISITE | BLANK | 02275 | 30 |
| *EXPERIENCE | THE PROFESSOR WILL REVIEW THE MAJOR TRENDS OF THOUGHT AND | 02275 | 11 |
| | THE MAIN FINDINGS ON AGGRESSION, INCLUDING THE MORE RECENT | 02275 | 12 |
| | DISCUSSIONS FROM THE ETHOLOGICAL POINT OF VIEW ≥E.G. | 02275 | 13 |
| | KONRAD LOREMZ, ON AGGRESSION, AND ANTHONY STORR. HUMAN | 02275 | 14 |
| | AGGRESSION↑. PROFESSOR WILL DISCUSS THE UTILITY AND | 02275 | 15 |
| | LIMITATIONS OF THE AGGRESSION-FRUSTRATION HYPOTHESIS AND | 02275 | 16 |
| | SHOW ITS RELATIONSHIP TO THE CONCEPT OF RELATIVE | 02275 | 17 |
| | DEPRIVATION. THE NOTION OF [RISING EXPECTATIONS[ AS A | 02275 | 18 |
| | FORM OF FRUSTRATION MAY BE INTRODUCED HERE. PROFESSOR | 02275 | 19 |
| | WILL MAKE SURE THAT THE CONNECTION BETWEEN THE | 02275 | 20 |
| | PSYCHOLOGY OF AGGRESSION AND THE FORMAL MODELS OF CONFLICT | 02275 | 21 |
| | IS UNDERSTOOD. HE WILL SHOW HOW AGGRESSION LEVELS MIGHT | 02275 | 22 |
| | DETERMINE THE SLOPES OF PARTIAL EQUILIBRIUM CURVES IN THE | 02275 | 23 |
| | RICHARDSON MODEL AND CONTAGION COEFFICIENTS IN THE | 02275 | 24 |
| | EPIDEMIOLOGICAL MODEL. | 02275 | 25 |
| *SETTING | BLANK | 02275 | 10 |
| *MATERIALS | BLANK | 02275 | 5 |
| *LEVEL | ALL GRADES | 02275 | 8 |
| *GENERAL | ALL CANDIDATES | 02275 | 7 |
| *HOURS | 50 MINUTES | 02275 | 6 |
| *EVALUATION | FINAL REPORT, FINAL TEST. | 02275 | 31 |
| *FILE | AGGRESSION CONFLICT MODEL | 02275 | 9 |

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| *OBJECTIVES | REINFORCE THE NOTION OF INTERACTION BETWEEN PERSONALITY | 02276 | 17 |
| | AND SITUATIONAL VARIABLES IN CONFLICT PROCESSES. | 02276 | 18 |
| *PREREQUISITE | BLANK | 02276 | 19 |
| *EXPERIENCE | PROFESSOR WILL PRESENT THE CONCEPTS OF AUTHORITARIANISM | 02276 | 11 |
| | AND DOGMATISM AS PREDISPOSING TO AGGRESSION. HE WILL | 02276 | 12 |

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| | DISCUSS THE MILGRAM EXPERIMENTS AND INDICATE THAT BLIND OBEDIENCE TO AGRESSIVE AUTHORITY IS NOT ONLY A TRAIT OF SOME EXTREME PERSONALITIES BUT A GENERAL HUMAN CHARACTERISTIC. | 02276 13<br>02276 14<br>02276 15<br>02276 16 |
| *SETTING | LARGE GROUP COLLEGE | 02276 10 |
| *MATERIALS | BLANK | 02276 5 |
| *LEVEL | ALL GRADES | 02276 8 |
| *GENERAL | ALL CANDIDATES | 02276 7 |
| *HOURS | 50 MINUTES | 02276 6 |
| *EVALUATION | FINAL TEST. | 02276 20 |
| *FILE | SOCIAL CONFLICT AGGRESION INTERACTION | 02276 9 |

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| *OBJECTIVES | PRACTICAL PREPARATION FOR SUBSEQUENT WORK. | 02277 15<br>02277 16 |
| *PREREQUISITE | NONE | |
| *EXPERIENCE | SECTION LEADERS WILL DEMONSTRATE USE OF COUNTER-SORTER TO SMALL GROUPS OF STUDENTS ≥MAXIMUM: 7↑. ≥SCORES COMPUTED BY STUDENTS DURING PREVIOUS WEEK WILL HAVE BEEN PUT ON PUNCH CARDS.↑ | 02277 11<br>02277 12<br>02277 13<br>02277 14 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 02277 10 |
| *MATERIALS | COUNTER-SORTER, PUNCHED CARDS. | 02277 5 |
| *LEVEL | ALL GRADES | 02277 8 |
| *GENERAL | ALL CANDIDATES | 02277 7 |
| *HOURS | 1/2 | 02277 6 |
| *EVALUATION | MODULE 2279 | 02277 17 |
| *FILE | COUNTER-SORTER COMPUTER | 02277 9 |

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| *OBJECTIVES | TO INTRODUCE AND GIVE STUDENTS AN EMPATHIC UNDERSTANDING OF PERSONALITY VARIABLES THAT MIGHT AFFECT CONFLICT PROCESSES. | 02278 22<br>02278 23<br>02278 24<br>02278 25 |
| *PREREQUISITE | NONE | |
| *EXPERIENCE | LABORATORY SESSION 3: REPORT TO BE COMPLETED BY END OF 5TH WEEK WILL BE ASSIGNED MODULE 2279 AND EXPLAINED. A MASS TAT WILL BE ADMINISTERED ≥CODE NUMBERS BEING USED↑. PROTOCOLS WILL BE TRADED, AND RESPONSES WILL BE SCORED ACCORDING TO THE ATKINSON, MCCLELLAND AND VEROFF PROCEDURES, FOR NACHIEVEMENT, NPOWER AND NAFFILIATION. IF CODING OF PROTOCOLS CANNOT BE COMPLETED DURING THE LAB SESSION, THE REMAINDER OF THE JOB MAY HAVE TO BE ASSIGNED TO GROUPS WORKING INDEPENDENTLY. ALL TATS MUST BE SCORED AND THE SCORES ENTERED ON THE PUNCH CARDS DURING THIS WEEK. | 02278 11<br>02278 12<br>02278 13<br>02278 14<br>02278 15<br>02278 16<br>02278 17<br>02278 18<br>02278 19<br>02278 20<br>02278 21 |
| *SETTING | BLANK | 02278 10 |
| *MATERIALS | PROJECTOR, TAT SLIDES, SPECIAL RESPONSE SHEETS, CODING GUIDES. | 02278 5<br>02278 |
| *LEVEL | ALL GRADES | 02278 8 |
| *GENERAL | ALL CANDIDATES | 02278 7 |
| *HOURS | 2 | 02278 6 |
| *EVALUATION | MODULE 2279 | 02278 26 |
| *FILE | AGGRESSION PERSONALITY SOCIAL CONFLICT | 02278 9 |

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| *OBJECTIVES | TO TEST STUDENTS UNDERSTANDING OF RELEVANT PERSONALITY VARIABLES AND BEHAVIOR IN GAME EXPERIMENTS. TO TEST HIS UNDERSTANDING OF DATA PROCESSING AND STATISTICAL TESTS. TO GIVE A CONCRETE EXPERIENCE IN THE FORMULATING AND TESTING OF HYPOTHESES. | 02279 21<br>02279 22<br>02279 23<br>02279 24<br>02279 25<br>02279 26 |
| *PREREQUISITE | GAME MODELS, TAT | |
| *EXPERIENCE | RESEARCH REPORT, TO BE PREPARED FOR THE END OF THE FIFTH WEEK OF INSTRUCTION. EACH STUDENT WILL FORMULATE | 02279 11<br>02279 12 |

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| | HYPOTHESES ABOUT THE RELATIONSHIP BETWEEN SOME | 02279 | 13 |
| | PERSONALITY VARIABLE, AS MEASURED BY TAT SCORES, AND | 02279 | 14 |
| | PERFORMANCE IN THE PRISONERSS DILEMMA AND CHICKEN GAMES. | 02279 | 15 |
| | HE WILL TEST THESE HYPOTHESES BY RUNNING THE APPROPRIATE | 02279 | 16 |
| | TABLES ON THE COUNTER-SORTER AND APPLYING TESTS OF | 02279 | 17 |
| | SIGNIFICANCE. HE WILL PRESENT HIS TABLES, DISCUSS THE | 02279 | 18 |
| | RESULTS OF STATISTICAL TESTS, AND WRITE A SHORT | 02279 | 19 |
| | INTERPRETATION. | 02279 | 20 |
| *SETTING | INDEPENDENT COLLEGE | 02279 | 10 |
| *MATERIALS | COUNTER-SORTER, PUNCHED CARDS. | 02279 | 5 |
| *LEVEL | ALL GRADES | 02279 | 8 |
| *GENERAL | ALL CANDIDATES | 02279 | 7 |
| *HOURS | 6 | 02279 | 6 |
| *EVALUATION | SEE OBJECTIVES. | 02279 | 27 |
| *FILE | PERSONALITY ANALYSIS OF DATA STATISTICAL TESTS | 02279 | 9 |

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| *OBJECTIVES | TO DEVELOP THE NOTION THAT SOCIAL SCHISMS ARE BOTH CAUSES | 02280 | 21 |
| | AND EFFECTS OF CONFLICT, AND THAT CONFLICT LEADERSHIP | 02280 | 22 |
| | CONSISTS IN THE MANIPULATION OF SCHISMS | 02280 | 23 |
| *PREREQUISITE | NONE | 02280 | 24 |
| *EXPERIENCE | ASSIGNED READINGS FOR 4TH WEEK: CHARLES E. OSGOOD AND | 02280 | 11 |
| | P. H. TANNENBAUM, [THE PRINCIPLE OF CONGRUITY IN THE | 02280 | 12 |
| | PREDICTION OF ATTITUDE CHANGE,[ PSYCH REV. 62:42-55, 1955 | 02280 | 13 |
| | LEONARD BERKOWITZ, [THE STUDY OF URBAN VIOLENCE: SOME | 02280 | 14 |
| | IMPLICATIONS OF LABORATORY STUDIES OF FRUSTRATION AND | 02280 | 15 |
| | AGGRESSION,[ AM. BEHAVIORAL SCIENTIST, II:14-17 ≥1968† | 02280 | 16 |
| | T. M. TOMLINSON, [THE DEVELOPMENT OF RIOT IDEOLOGY AMONG | 02280 | 17 |
| | URBAN NEGROES,[ AM BEH. SCIENTIST, II:27-31 ≥1968† | 02280 | 18 |
| | E. E. SCHATTSCHNEIDER, THE SEMI-SOVEREIGN PEOPLE, | 02280 | 19 |
| | CHS. 1-5. | 02280 | 20 |
| *SETTING | INDEPENDENT COLLEGE | 02280 | 10 |
| *MATERIALS | BLANK | 02280 | 5 |
| *LEVEL | ALL GRADES | 02280 | 8 |
| *GENERAL | ALL CANDIDATES | 02280 | 7 |
| *HOURS | 3 1/2 | 02280 | 6 |
| *EVALUATION | FINAL EXAMINATION. | 02280 | 25 |
| *FILE | SOCIAL CONFLICT SOCIAL SCHISM | 02280 | 9 |

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| *OBJECTIVES | TO CLARIFY THE CIRCULAR NATURE OF PERCEPTION AND | 02281 | 25 |
| | SEGREGATION MECHANISMS, SHOW THE LIKELYHOOD OF SOCIAL | 02281 | 26 |
| | REINFORCEMENT OF ANTAGONISTIC PERCEPTIONS, REFERRING BACK | 02281 | 27 |
| | TO THE EPIDEMIOLOGICAL MODEL. | 02281 | 28 |
| *PREREQUISITE | EPIDEMIOLOGICAL MODEL OF CONFLICT. | 02281 | 29 |
| *EXPERIENCE | PROFESSOR WILL USE SHERIFFS ROBBERSS CAVE EXPERIMENT | 02281 | 11 |
| | ≥U. V.† AS A STARTING POINT FOR A DISCUSSION OF THE EFFECT | 02281 | 12 |
| | OF GROUP IDENTITIES ON HOSTILITY. HE WILL DOCUMENT THE | 02281 | 13 |
| | EFFECTS OF SOCIAL AND RACIAL SEGREGATION UPON HOSTILITY, | 02281 | 14 |
| | POINTING OUT THAT HOSTILITY MAY AT TIMES BE LATENT ≥AS IT | 02281 | 15 |
| | HAS BEEN IN THE CASE OF THE NEGRO -† SEE KARANSS WORK ON | 02281 | 16 |
| | THE NEGRO PERSONALITY†. PROFESSOR WILL FURTHER DEVELOP | 02281 | 17 |
| | THE THEME BY DISCUSSING DOMESTIC AND INTERNATIONAL SCHISMS | 02281 | 18 |
| | AND MAKING THE CONNECTION WITH SCHATTSCHNEIDERSS MODEL. | 02281 | 19 |
| | HE WILL REFER BACK TO THE MATERIAL ON SOCIAL PERCEPTION | 02281 | 20 |
| | AND MIRROR-IMAGES IN FIRST QUARTER OF COURSE AND | 02281 | 21 |
| | SUPPLEMENT THIS MATERIAL WITH RALPH K. WHITESS WORK ON | 02281 | 22 |
| | [IMAGES IN THE CONTEXT OF INTERNATIONAL CONFLICT,[ | 02281 | 23 |
| | ≥HERBERT C. KELMAN, ED., INTERNATIONAL BEHAVIOR.† | 02281 | 24 |
| *SETTING | LARGE GROUP COLLEGE | 02281 | 10 |
| *MATERIALS | BLANK | 02281 | 5 |

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| *LEVEL | ALL GRADES | 02281 | 9 |
| *GENERAL | ALL CANDIDATES | 02281 | 7 |
| *HOURS | 50 MINUTES | 02281 | 6 |
| *EVALUATION | FINAL EXAMINATION. | 02281 | 30 |

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| *OBJECTIVES | SEE ABOVE. | 02282 | 25 |
| *PREREQUISITE | READINGS, MODULE 2280, CONFLICT MODELS | 02282 | 26 |
| *EXPERIENCE | THIS LECTURE WILL DEAL WITH A BRIEF SKETCH OF BALANCE AND | 02282 | 11 |
| | DISSONANCE THEORIES OF ATTITUDE CHANGE. SINCE THE TOPIC | 02282 | 12 |
| | IS NOT VERY CLEARLY CONNECTED WITH THOSE PRECEDING IT, IT | 02282 | 13 |
| | WILL BE NECESSARY TO MOTIVATE THE STUDY OF THESE MODELS BY | 02282 | 14 |
| | RE-INFORCING IN THE STUDENT'S MIND THE PREVIOUSLY SKETCHED | 02282 | 15 |
| | CONNECTION BETWEEN INTRA-PERSONAL AND INTER-PERSONAL | 02282 | 16 |
| | CONFLICT AND INDICATING THAT BALANCE THEORIES SHOW HOW | 02282 | 17 |
| | INDIVIDUALS DEAL WITH INTERPERSONAL PROBLEMS WHICH MAY, | 02282 | 18 |
| | AND OFTEN DO, AFFECT BEHAVIOR IN INTER-PERSONAL CONFLICT. | 02282 | 19 |
| | AFTER SKETCHING THE MAJOR MODELS (OSGOOD, FESTINGER, | 02282 | 20 |
| | HEIDER), PROFESSOR WILL SHOW THAT INDIVIDUAL BALANCE IS | 02282 | 21 |
| | OFTEN ACHIEVED AT THE COST OF MAINTAINING OR INCREASING | 02282 | 22 |
| | INTER-PERSONAL AND INTERGROUP IMBALANCES. EXAMPLES: WHEN | 02282 | 23 |
| | PROPHECY FAILS, THE BLACK POWER MOVEMENT.) | 02282 | 24 |
| *SETTING | LARGE GROUP COLLEGE | 02282 | 10 |
| *MATERIALS | BLANK | 02282 | 5 |
| *LEVEL | ALL GRADES | 02282 | 8 |
| *GENERAL | ALL CANDIDATES | 02282 | 7 |
| *HOURS | 50 MINUTES | 02282 | 6 |
| *EVALUATION | FINAL TEST. | 02282 | 27 |
| *FILE | AITITUDE CHANGE CONFLICT MODELS SOCIAL CONFLICT | 02282 | 9 |

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| *OBJECTIVES | REINFORCE THEORETICAL CONCEPTS THUS FAR LEARNED AND MAKE | 02283 | 16 |
| | MORE RIGOROUS THE CONNECTION BETWEEN PROPOSITIONS AND DATA | 02283 | 17 |
| | ANALYSIS OPERATIONS. | 02283 | 18 |
| *PREREQUISITE | MASTERY OF QUANTITATIVE IDEAS THUS FAR PRESENTED. | 02283 | 19 |
| *EXPERIENCE | LABORATORY SESSION 4: DISCUSSION OF HYPOTHESES FORMULATED | 02283 | 11 |
| | BY STUDENTS FOR THEIR REPORT MODULE 2279 AND OF THE | 02283 | 12 |
| | PROPOSED METHODS OF ANALYSIS. INTRODUCTION OF THE BASIC | 02283 | 13 |
| | IDEAS OF ANALYSIS OF VARIANCE (TWO-WAY, RESTRICTED TO | 02283 | 14 |
| | EQUAL SIZED CELLS). | 02283 | 15 |
| *SETTING | SMALL GROUP 21-12 STUDENTS) COLLEGE | 02283 | 10 |
| | SHORT SPECIAL STATEMENT OF PRINCIPLES OF ANALYSIS OF | 02283 | 5 |
| | VARIANCE AND GUIDE TO COMPUTATIONS. | 02283 | |
| *LEVEL | ALL GRADES | 02283 | 8 |
| *GENERAL | ALL CANDIDATES | 02283 | 7 |
| *HOURS | 2 | 02283 | 6 |
| *EVALUATION | REPORT, WHEN COMPLETED. | 02283 | 20 |
| *FILE | ANALYSIS OF DATA STATISTICS HYPOTHESIS TESTING | 02283 | 9 |

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| *OBJECTIVES | TO ESTABLISH THE LINKAGES BETWEEN LEADERSHIP, IDEOLOGY, | 02284 | 25 |
| | AND AGGRESSIVENESS. | 02284 | 26 |
| *PREREQUISITE | NONE | 02284 | 27 |
| *EXPERIENCE | READING ASSIGNMENTS FOR FIFTH WEEK: FRANTZ NEUMANN, | 02284 | 11 |
| | [ANXIETY AND POLITICS,[ IN MAURICE STEIN, ET AL., EDS., | 02284 | 12 |
| | IDENTITY AND ANXIETY. FRANCIS X. SUTTON, | 02284 | 13 |
| | SEYMOUR E. HARRIS, CARL KAISEN AND JAMES TOBIN, THE | 02284 | 14 |
| | AMERICAN BUSINESS CREED, CHAPTERS 15-17. DANIEL BELL, | 02284 | 15 |
| | THE END OF IDEOLOGY, EPILOGUE (P. 393). | 02284 | 16 |
| | M. BREWSTER SMITH, JEROME S. BRUNER AND ROBERT W. WHITE, | 02284 | 17 |
| | OPINIONS AND PERSONALITY, CHAPTER 10. | 02284 | 18 |

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| | BRENT M. RUTHERFORD,[PSYCHOPATHOLOGY, DECISION-MAKING, AND | 02284 19 |
| | POLITICAL INVOLVEMENT,[ J. OF CONFLICT RESOLUTION, X, 4, | 02284 20 |
| | ≥1966↑, PP. 387-407 KURT LEWIN, R. LIPPITT AND | 02284 21 |
| | R. K. WHITE,[PATTERSN OF AGGRESSIVE BEHAVIOR IN | 02284 22 |
| | EXPERIMENTALLY CREATED SOCIAL CLIMATES,[ J. PF SOC. | 02284 23 |
| | PSYCHOLOGY, 10:271-299 ≥1939↑ | 02284 24 |
| *SETTING | INDEPENDENT COLLEGE | 02284 10 |
| *MATERIALS | BLANK | 02284 5 |
| *LEVEL | ALL GRADES | 02284 8 |
| *GENERAL | ALL CANDIDATES | 02284 7 |
| *HOURS | 4 | 02284 6 |
| *EVALUATION | FINAL TEST. | 02284 28 |
| *FILE | LEADERSHIP DECISION MAKING AGGRESSION | 02284 9 |

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| *OBJECTIVES | TO ESTABLISH THAT IDEOLOGIES ARE LIKELY TO BE CONTRIBUTARY | 02285 34 |
| | FACTORS IN INTER-GROUP HOSTILITIES. STUDENTS SHOULD | 02285 35 |
| | UNDERSTAND THAT THESE GENERALIZATIONS DO NOT APPLY TO | 02285 36 |
| | OTHER PEOPLESS IDEOLOGIES ALONE, BUT TO THEIR OWN AS WELL. | 02285 37 |
| *PREREQUISITE | READINGS, MODULE 2284 | 02285 38 |
| *EXPERIENCE | PROFESSOR WILL DISCUSS IDEOLOGY AS A SOCIAL RESPONSE TO | 02285 11 |
| | STRESS. HE WILL TRACE THE HISTORY OF THE CONCEPT OF | 02285 12 |
| | IDEOLOGY. RELATING THE ANALYSES IN SMITH, BRUNER AND | 02285 13 |
| | WHITE TO THOSE IN SUTTON ET AL., HE WILL INDICATE THAT | 02285 14 |
| | THE FUNCTION OF IDEOLOGY IS TO ALLOW THE INDIVIDUAL TO | 02285 15 |
| | RECONCILE UNACCEPTABLE COGNITIVE DISSONANCE ≥SEE P. 21↑. | 02285 16 |
| | IN THE LIGHT OF THIS BASIC FUNCTION, PROFESSOR WILL RAISE | 02285 17 |
| | QUESTIONS REGARDING THE PURPORTED [END OF IDEOLOGY.[ | 02285 18 |
| | PROFESSOR WILL POINT OUT THAT IDEOLOGIES ARE TYPICALLY THE | 02285 19 |
| | PROPERTY OF SPECIFIC SOCIAL GROUPS AND OFTEN SERVE AS | 02285 20 |
| | THEIR IDENTIFYING MARK. AND SINCE SEGREGATION AS SUCH | 02285 21 |
| | GENERATES HOSTILY ≥P. 20↑, IDEOLOGIES ARE APT TO REINFORCE | 02285 22 |
| | AGGRESSIVE ORIENTATIONS, EVEN WHEN THE CONTENT OF THE | 02285 23 |
| | IDEOLOGY IS PEACE-ORIENTED. PROFESSOR WILL RAISE THE | 02285 24 |
| | QUESTION WHETHER IDEOLOGIES ARE TO BE CONSIDERED AS | 02285 25 |
| | SOCIALLY SANCTIONED DELUSIONAL SYSTEMS, OFTEN WITH | 02285 26 |
| | PARANOID OVERTONES, AS NEUMANN SUGGESTS. CONSIDER | 02285 27 |
| | FREQUENTLY EXISTING OFFICIAL TABOOS OR SUBTLE INHIBITIONS | 02285 28 |
| | PREVENTING REALITY TESTING. CONSIDER EXAMPLES, SUCH AS | 02285 29 |
| | MARXIST DOGMA CONCERNING THE LIBERTARIAN ORIENTATION OF | 02285 30 |
| | THE WORKING CLASS, OR THE CONVENTIONAL WESTERN BELIEFS IN | 02285 31 |
| | THE WISDOM OF THE PEOPLE OR THE AMOUNT OF POPULAR | 02285 32 |
| | PARTICIPATION IN PUBLIC DECISION MAKING. | 02285 33 |
| *SETTING | LARGE GROUP COLLEGE | 02285 10 |
| *MATERIALS | BLANK | 02285 5 |
| *LEVEL | ALL GRADES | 02285 8 |
| *GENERAL | ALL CANDIDATES | 02285 7 |
| *HOURS | 50 MINUTES | 02285 6 |
| *EVALUATION | FINAL EXAMINATION. | 02285 39 |
| *FILE | IDEOLOGY SOCIAL CONFLICT AGGRESSION | 02285 9 |

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| *OBJECTIVES | INTRODUCE STUDENTS TO THE DYSFUNCTIONAL ASPECTS OF | 02286 30 |
| | CONFLICT AND TO THE POSSIBILITY THAT PROTRACTED POLITICAL | 02286 31 |
| | CONFLICT RESULTS IN THE RECRUITMENT OF LEADERS WHOSE | 02286 32 |
| | PATHOLOGIES MAY HAVE UNDESIRABLE EFFECTS ON THE SYSTEM. | 02286 33 |
| *PREREQUISITE | READINGS, MODULE 2284 | 02286 34 |
| *EXPERIENCE | PROFESSOR WILL DISCUSS THE APPARENTLY HIGH INCIDENCE IN | 02286 11 |
| | POLITICAL LIFE OF PATHOLOGICAL PHENOMENA, I.E. ACTS OF | 02286 12 |
| | AGGRESSION NOT CONDONED IN OTHER SPHERES OF LIFE, | 02286 13 |
| | DECEPTION, CORRUPTION, ACCEPTANCE OF UNUSUALLY HIGH RISK | 02286 14 |

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| | INVOLVING THE WELFARE OF OTHERS, ETC. HISTORY, FROM THE DISTANT PAST TO THE PRESENT, PRESENTS US WITH THE FIGURES OF MANY POLITICAL LEADERS WHO WERE QUITE OBVIOUSLY MENTALLY SICK. PROFESSOR WILL GIVE EXAMPLES AND REFER PERHAPS TO RECENT STUDIES, SUCH AS ERIKSONSS YOUNG MAN LUTHER, ROGOWSS FORRESTAL, THE GEORGESS WILSON, ETC. PROFESSOR WILL DESCRIBE POLITICAL LEADERS AS COMBAT LEADERS WHOSE SELECTION IS TYPICALLY ACCOMPLISHED THROUGH COMBAT. DISCUSS RUTHERFORDSS THESIS CONCERNING THE PSYCHOPATHOLOGY OF LEADERS. REFER TO GILBERTSS PSYCHOLOGY OF DICTATORSHIP. PROFESSOR WILL DESCRIBE PROJECTION AND DEPENDENCY MECHANISMS WHICH MAKE SUCH LEADERS ACCEPTABLE TO FOLLOWERS. SEE DAVIES, HUMAN NATURE IN POLITICS, CH. 9 J. H. DERIVERA, THE PSYCHOLOGICAL DIMENSION OF FOREIGN POLICY, CH. 5. | 02286 15<br>02286 16<br>02286 17<br>02286 18<br>02286 19<br>02286 20<br>02286 21<br>02286 22<br>02286 23<br>02286 24<br>02286 25<br>02286 26<br>02286 27<br>02286 28<br>02286 29 |
| *SETTING | LARGE GROUP COLLEGE | 02286 10 |
| *MATERIALS | BLANK | 02286 5 |
| *LEVEL | ALL GRADES | 02286 8 |
| *GENERAL | ALL CANDIDATES | 02286 7 |
| *HOURS | 50 MINUTES | 02286 6 |
| *EVALUATION | FINAL EXAMINATION. | 02286 35 |
| *FILE | SOCIAL CONFLICT AGGRESSION IDEOLOGY | 02286 9 |

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| *OBJECTIVES | SHOW RELATIONSHIPS BETWEEN PARTICULAR FINDINGS AND GENERAL PROPOSITIONS. | 02287 16<br>02287 17 |
| *PREREQUISITE | BLANK | 02287 18 |
| *EXPERIENCE | LABORATORY SESSION 5: PRESENTATION BY STUDENTS OF THE RESULTS OF THEIR ANALYSIS OF GAME AND PERSONALITY DATA. DISCUSSION OF THESE FINDINGS, AND OF GENERAL PROPOSITIONS WHICH MIGHT RELATE THE FINDINGS TO ONE ANOTHER AND TO PREVIOUS RESEARCH RESULTS. | 02287 11<br>02287 12<br>02287 13<br>02287 14<br>02287 15 |
| *SETTING | SMALL GROUP 21-12 STUDENTS. COLLEGE | 02287 10 |
| *MATERIALS | BLANK | 02287 5 |
| *LEVEL | ALL GRADES | 02287 8 |
| *GENERAL | ALL CANDIDATES | 02287 7 |
| *HOURS | 2 | 02287 6 |
| *EVALUATION | EVALUATION OF REPORTS BY PROFESSOR. | 02287 19 |
| *FILE | ANALYSIS OF DATA STATISTICS | 02287 9 |

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| *OBJECTIVES | TO PERMIT THE STUDENT TO RAISE QUESTIONS ABOUT THE ROLE OF SOCIAL MOVEMENTS IN POLITICAL CONFLICT PROCESSES AND ABOUT THE SIMILARITIES AND DIFFERENCES BETWEEN MOVEMENTS OF THE RIGHT AND LEFT. | 02288 26<br>02288 27<br>02288 28<br>02288 29 |
| *PREREQUISITE | NONE | 02288 30 |
| *EXPERIENCE | ASSIGNED READING FOR SIXTH WEEK: WILLIAM KORNHAUSER, THE POLITICS OF MASS SOCIETY, CHAPTERS 2, 3, 9-12 KENNETH B CLARK, [THE CIVIL RIGHTS MOVEMENT: MOMENTUM AND ORGANIZATION,[ IN TALCOTT PARSONS AND KENNETH B. CLARK EDS. THE NEGRO AMERICAN. RICHARD SMUCK AND MARK CHESLER, [ON SUPER-PATRIOTISM: A DEFINITION AND ANALYSIS,[ AND EDWIN N. BARKER, [AUTHORITARIANISM OF THE POLITICAL RIGHT, CENTER AND LEFT,[ BOTH IN J. OF SOCIAL ISSUES, 19, NO 2, 1963. JAMES W. TRENT AND JUDITH L. CRAISE, [COMMITMENT AND CONFORMITY IN THE AMERICAN COLLEGE,[ AND CHRISTIAN BAY: [POLITICAL AND APOLITICAL STUDENTS: FACTS IN SEARCH OF A THEORY,[ J. OF SOCIAL ISSUES, 23, NO. 3 1967. FRANK A. PINNER, [TRADITION AND TRANSGRESSION: WESTERN EUROPEAN STUDENTS IN THE POSTWAR WORLD,[ DAEDALUS, WINTER, 1968. | 02288 11<br>02288 12<br>02288 13<br>02288 14<br>02288 15<br>02288 16<br>02288 17<br>02288 18<br>02288 19<br>02288 20<br>02288 21<br>02288 22<br>02288 23<br>02288 24<br>02288 25 |

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| *SETTING | INDEPENDENT COLLEGE | 02288 | 10 |
| *MATERIALS | BLANK | 02288 | 5 |
| *LEVEL | ALL GRADES | 02288 | 8 |
| *GENERAL | ALL CANDIDATES | 02288 | 7 |
| *HOURS | 0 | 02288 | 6 |
| *EVALUATION | FINAL EXAMINATION. | 02288 | 31 |
| *FILE | SOCIAL CONFLICT SOCIAL MOVEMENTS SOCIAL CHANGE | 02288 | 9 |

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| *OBJECTIVES | TO EXHIBIT LINKAGES BETWEEN SOCIAL POSITION AND | 02289 | 23 |
| | PSYCHOLOGICAL ORIENTATIONS AND THEIR INTERACTION IN | 02289 | 24 |
| | REINFORCING SOCIAL CONFLICT. | 02289 | 25 |
| *PREREQUISITE | ASSIGNED READINGS, P. 27. | 02289 | 26 |
| *EXPERIENCE | PROFESSOR WILL DISCUSS THE ORIGINS AND BEHAVIOR OF SOCIAL | 02289 | 11 |
| | MOVEMENTS, PARTICULARLY THE FOLLOWING PROPOSITIONS: | 02289 | 12 |
| | 1. THE MAJOR FACTORS IN THE RISE OF SOCIAL MOVEMENTS ARE | 02289 | 13 |
| | RELATIVE DEPRIVATION AND SEGREGATION (SOCIAL ISOLATION). | 02289 | 14 |
| | 2. RELATIVE DEPRIVATION MAY RESULT FROM LOSS OF PREVIOUS | 02289 | 15 |
| | STATUS, CHANGES IN SOCIETAL VALUES, EXPECTATIONS RISING | 02289 | 16 |
| | MORE RAPIDLY THAN OPPORTUNITIES. 3. SOCIAL MOVEMENTS, | 02289 | 17 |
| | BECAUSE OF THE EMOTIONAL MAKE-UP OF THEIR MEMBERS, TEND | 02289 | 18 |
| | TOWARD HIGHLY SCHEMATIZED WORLD VIEWS AND INTENSE | 02289 | 19 |
| | DOGMATISM. ILLUSTRATE, USING HEBERLESS WORK ON HITLER | 02289 | 20 |
| | GERMANY AND HUGHEY LONG, POPULISM, AS WELL AS THE MODERN | 02289 | 21 |
| | MOVEMENTS INCLUDED IN THE ASSIGNED READINGS. | 02289 | 22 |
| *SETTING | LARGE GROUP COLLEGE | 02289 | 10 |
| *MATERIALS | BLANK | 02289 | 5 |
| *LEVEL | ALL GRADES | 02289 | 8 |
| *GENERAL | ALL CANDIDATES | 02289 | 7 |
| *HOURS | 50 MINUTES | 02289 | 6 |
| *EVALUATION | FINAL EXAMINATION | 02289 | 27 |
| *FILE | SOCIAL MOVEMENTS SOCIAL CONFLICT SOCIAL CHANGE | 02289 | 9 |

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| *OBJECTIVES | TO MAKE STUDENTS REALIZE THAT SIMPLE CAUSE-EFFECT MODELS | 02290 | 23 |
| | WILL FREQUENTLY NOT WORK IN THE SOCIAL SCIENCES, THAT | 02290 | 24 |
| | DIFFERENT CAUSES MAY HAVE SIMILAR EFFECTS, OR SIMILAR | 02290 | 25 |
| | CAUSES DIFFERENT EFFECTS DEPENDING ON ENVIRONMENTAL | 02290 | 26 |
| | FACTORS. | 02290 | 27 |
| *PREREQUISITE | READINGS, MODULE 2288 | 02290 | 28 |
| *EXPERIENCE | PROFESSOR WILL DISCUSS THE HYPOTHESIS OF (LEFT WING | 02290 | 11 |
| | AUTHORITARIANISM,( TAKING OFF FROM SHILS'S CRITICISM OF THE | 02290 | 12 |
| | (AUTHORITARIAN PERSONALITY >(E. MARIE JAHODA AND | 02290 | 13 |
| | RICHARD CHRISTIE, CONTINUITIES IN SOCIAL RESEARCH). | 02290 | 14 |
| | REFERRING TO THE CONSIDERABLE EMPIRICAL LITERATURE ON THIS | 02290 | 15 |
| | ISSUE -- DESPITE INTENSIVE EFFORTS, THE HYPOTHESIS OF | 02290 | 16 |
| | LEFT-WING AUTHORITARIANISM HAS NOT BEEN SUBSTANTIATED -- | 02290 | 17 |
| | HE WILL RAISE THE QUESTION TO WHAT EXTENT THE BEHAVIOR OF | 02290 | 18 |
| | SOCIAL MOVEMENT IS A FUNCTION OF THE UNDERLYING | 02290 | 19 |
| | PERSONALITY STRUCTURE OF THE MEMBERSHIP AND TO WHAT EXTENT | 02290 | 20 |
| | IT IS DETERMINED BY SITUATIONAL FACTORS. PINNER'S | 02290 | 21 |
| | (TRADITIONAL-(TRANSGRESSIVE DISTINCTION MAY BE HELPFUL. | 02290 | 22 |
| *OBJECTIVES | TO MAKE STUDENTS REALIZE THAT SIMPLE CAUSE-EFFECT MODELS W | 02290 | |
| *SETTING | LARGE GROUP COLLEGE | 02290 | 10 |
| *MATERIALS | BLANK | 02290 | 5 |
| *LEVEL | ALL GRADES | 02290 | 8 |
| *GENERAL | ALL CANDIDATES | 02290 | 7 |
| *HOURS | 50 MINUTES | 02290 | 6 |
| *EVALUATION | FINAL EXMAINATION. | 02290 | 29 |
| *FILE | SOCIAL CONFLICT SOCIAL CHANGE SOCIAL MOVEMENT. | 02290 | 9 |

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| *EXPERIENCE | LABORATORY SESSIONS 6 - 10. THE REMAINING FIVE | 02291 11 |
| | LABORATORY SESSIONS WILL BE DEVOTED TO THE DEVELOPMENT OF | 02291 12 |
| | AN EXPERIMENTAL GAME WHICH IS TO SOME EXTENT A STYLIZED | 02291 13 |
| | VERSION OF THE INTER-NATION SIMULATION. SINCE THE PRECISE | 02291 14 |
| | ACTIVITIES DURING THESE LAB HOURS WILL BE LEFT UP LARGELY | 02291 15 |
| | TO THE STUDENTS, IT IS NOT POSSIBLE TO SPECIFY EXACTLY | 02291 16 |
| | WHAT SHOULD HAPPEN DURING THESE 10 HOURS OF LABORATORY. | 02291 17 |
| | THE GAME WILL PROBABLY BE DEVELOPED DURING THE FIRST TWO | 02291 18 |
| | SESSIONS, THE REMAINDER BEING DEVOTED TO DISCUSSIONS OF | 02291 19 |
| | THEORY AND DATA ANALYSIS. AT THE END OF THE TERM, EACH | 02291 20 |
| | STUDENT WILL TURN IN A PAPER BASED ON AN ANALYSIS OF SOME | 02291 21 |
| | PART OF THE DATA GENERATED. IN THE FOLLOWING SKETCH OF | 02291 22 |
| | THE BASIC GAME STRUCTURE, ALL PARAMETERS WILL BE | 02291 23 |
| | REPRESENTED AS VARIABLES. IT IS PART OF THE STUDENTSS | 02291 24 |
| | TASK TO SET APPROPRIATE PARAMETERS ON THE BASIS OF SUCH | 02291 25 |
| | THEORY AS THEY WILL DEVELOP. ALSO, REPLICATIONS OF THE | 02291 26 |
| | GAME WITH DIFFERENT VALUES FOR THE PARAMETERS MAY BE USED | 02291 27 |
| | AS EXPERIMENTAL TREATMENTS. THE GAME CAN BE PLAYED BY TWO | 02291 28 |
| | OR MORE PERSONS. IT SHOULD BE TESTED AS A TWO-PERSON | 02291 29 |
| | GAME FIRST AND LATER EXPANDED INTO AN N-PERSON GAME, SO | 02291 30 |
| | THAT MIXED-MOTIVE CONFLICT BEHAVIOR AND COALITION | 02291 31 |
| | FORMATIONS CAN BE GENERATED SIMULTANEOUSLY. EACH PLAYER | 02291 32 |
| | RECEIVES N BLUE AND M RED CHIPS. BLUE CHIPS REPRESENT | 02291 33 |
| | ECONOMIC, RED CHIPS MILITARY ASSETS. AT THE END OF THE | 02291 34 |
| | GAME, ONLY BLUE CHIPS CAN BE CONVERTED INTO ACTUAL | 02291 35 |
| | WINNINGS, I.E. THE REWARD IS PROPORTIONAL TO THE NUMBER | 02291 36 |
| | OF BLUE CHIPS EACH PLAYER HAS AT HAND. BLUE CHIPS MAY BE | 02291 37 |
| | CONVERTED INTO RED CHIPS AT A ONE-TO-ONE RATIO+ BUT RED | 02291 38 |
| | CHIPS CAN BE CONVERTED INTO BLUE CHIPS ONLY A A RATIO R, | 02291 39 |
| *SETTING | INDEPENDENT COLLEGE | 02291 10 |
| *MATERIALS | CHIPS AND FORMS AS REQUIRED. APPROPRIATE LABORATORY | 02291 5 |
| | SPACE. | 02291 |
| *HOURS | 20 | 02291 6 |
| *GENERAL | ALL CANDIDATES | 02291 7 |
| *LEVEL | ALL GRADES | 02291 8 |
| *FILE | SOCIAL CONFLICT ANALYSIS OF DATA SOCIAL CHANGE | 02291 9 |

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| | SUCH THAT 0ERE1. CONVERSIONS MAY TAKE PLACE AT ANY TIME | 02291 40 |
| | DURING THE GAME, EXCEPT DURING THE LAST 5 MOVES. PLAYERS | 02291 41 |
| | MOVE IN SUCCESSION. A MOVE MAY CONSIST IN EITHER PASSING, | 02291 42 |
| | OR IN REMOVING FROM THE HOLDINGS OF ONE OR MORE OPPONENTS | 02291 43 |
| | A NUMBER OF RED AND/OR BLUE CHIPS K OR LESS, WHERE K IS | 02291 44 |
| | EQUAL TO A SET PROPORTION OF THE THE RED CHIPS CURRENTLY | 02291 45 |
| | IN THE PLAYERSS POSSESSION. AFTER EVERY FIVE MOVES, THE | 02291 46 |
| | PLAYER RECEIVES AN INCREMENT OF BLUE CHIPS EQUAL TO SOME | 02291 47 |
| | PROPORTION OF THE BLUE CHIPS THEN IN HIS POSSESSION | 02291 48 |
| | ≥THIS REPRESENTS ECONOMIC GROWTH+. ADDITIONAL VARIABLES | 02291 49 |
| | MAY BE INTRODUCED AND ADDITINAL PROCESSES GENERATED BY | 02291 50 |
| | ALLOWING THREATS TO BE MADE VERBALLY AND COALITIONS TO BE | 02291 51 |
| | FORMED. A COALITION EXISTS WHEN THE PLAYERS INVOLVED IN | 02291 52 |
| | THE COALITION HAVE AGREED ON THE FORMJLA FOR DIVIDING | 02291 53 |
| | THE CHIPS TAKEN FROM OTHER PLAYERS. AT EACH MOVE, | 02291 54 |
| | COALITION MEMBERS MJST AGREE ON A COMMON COURSE OF | 02291 55 |
| | ACTION+ IF AGREEMENT IS NOT REACHED WITHIN X MINUTES, THE | 02291 56 |
| | COALITION IS CONSIDERED BROKEN. THIS GAME WILL ALLOW | 02291 57 |
| | STUDENTS TO FORMULATE HYPOTHESES ABOUT MIXED-MOTIVE | 02291 58 |
| | CONFLICT PROCESSES, THREATS AND DEFERRENCE, ESCALATION, | 02291 59 |
| | BARGAINING BEHAVIOR AND COALITION FORMATION. IT IS | 02291 60 |
| | IMPORTANT THAT ALL RELEVANT INFORMATION BE RECORDED FOR | 02291 61 |
| | SUBSEQUENT ANALYSIS. AFTER HAVING DEVELOPED THE GAME, | 02291 62 |

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| | STUDENTS MAY WISH TO ACT AS EXPERIMENTERS ADMINISTERING | 02291 | 63 |
| | THE GAME TO GROUPS OUTSIDE THEIR OWN CLASS. | 02291 | 64 |
| *OBJECTIVES | TO STRENGTHEN STUDENTSS GRASP OF THEORETICAL MODELS BY | 02291 | 65 |
| | HAVING THEM DESIGN EXPERIMENTAL GAMES AND ANALYZING THE | 02291 | 66 |
| | DATA. | 02291 | 67 |
| *PREREQUISITE | PREVIOUS GAME EXPERIMENTS. ACQUAINTANCE WITH THEORETICAL | 02291 | 68 |
| | MODELS OF 2-PERSON CONFLICT AND COALITION FORMATION. | 02291 | 69 |
| *EVALUATION | FINAL PAPER. | 02291 | 70 |
| *SETTING | INDEPENDENT COLLEGE | 02291 | 10 |
| *MATERIALS | CHIPS AND FORMS AS REQUIRED. APPROPRIATE LABORATORY | 02291 | 5 |
| | SPACE. | 02291 | |
| *HOURS | 20 | 02291 | 6 |
| *GENERAL | ALL CANDIDATES | 02291 | 7 |
| *LEVEL | ALL GRADES | 02291 | 8 |
| *FILE | SOCIAL CONFLICT ANALYSIS OF DATA SOCIAL CHANGE | 02291 | 9 |

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| *OBJECTIVES | ACQUAINTANCE WITH MODELS PREVIOUSLY PRESENTED SHOULD | 02292 | 17 |
| | ENABLE STUDENT TO RECOGNIZE DIFFERENCES AND SIMILARITIES | 02292 | 18 |
| | BETWEEN THE VARIOUS MODELS OF MASS VIOLENCE AND REVOLUTION | 02292 | 19 |
| | PRESENTED IN THESE READINGS. | 02292 | 20 |
| *PREREQUISITE | ACQUAINTANCE WITH MODELS OF CONFLICT AND CONTAGION | 02292 | 21 |
| *EXPERIENCE | READINGS FOR SEVENTH WEEK: LOUIS H. MASOTTI, ED., [URBAN | 02292 | 11 |
| | VIOLENCE AND DISORDER,[ VOL. II, NO. 4 OF AM. BEHAVIORAL | 02292 | 12 |
| | SCIENTIST, ENTIRE ISSUE JAMES C. DAVIES, [TOWARD A THEORY | 02292 | 13 |
| | OF REVOLUTION,[ AM. SOCIOLOGICAL REVIEW, 27, 6 (1962); | 02292 | 14 |
| | RAYMOND TANTER AND MANUS MIDLARSKY, [A THEORY OF | 02292 | 15 |
| | REVOLUTION,[ J. OF CONFLICT RESOLUTION, 11:264-280 (1967). | 02292 | 16 |
| *SETTING | INDEPENDENT COLLEGE | 02292 | 10 |
| *MATERIALS | BLANK | 02292 | 5 |
| *LEVEL | ALL GRADES | 02292 | 8 |
| *GENERAL | ALL CANDIDATES | 02292 | 7 |
| *HOURS | 4 | 02292 | 6 |
| *EVALUATION | FINAL EXAMINATION. | 02292 | 22 |
| *FILE | SOCIAL CONFLICT CONFLICT MODELS SOCIAL CHANGE | 02292 | 9 |

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| *OBJECTIVES | STUDENTS SHOULD GRASP THAT COMMON SENSE ASSERTIONS ABOUT | 02293 | 21 |
| | MASS VIOLENCE CAN BE TESTED ONLY IN THE CONTEXT OF AN | 02293 | 22 |
| | APPROPRIATE MODEL OF THE MECHANISMS INVOLVED. | 02293 | 23 |
| *PREREQUISITE | ACQUAINTANCE WITH EPIDEMIOLOGICAL MODEL | 02293 | 24 |
| *EXPERIENCE | PROFESSOR WILL DISCUSS THE APPLICATION OF EPIDEMIOLOGICAL | 02293 | 11 |
| | MODELS TO MASS VIOLENCE. HE WILL DISTINGUISH BETWEEN | 02293 | 12 |
| | UNDERLYING CONDITIONS OF MASS VIOLENCE, WHICH DETERMINE | 02293 | 13 |
| | INITIAL SUSCEPTIBILITY LEVELS, AND PROXIMAL CATALYTIC | 02293 | 14 |
| | EVENTS WHICH TRIGGER ACTUAL OUTBREAKS AND DETERMINE THE | 02293 | 15 |
| | COURSE OF EVENTS -- I.E. CHANGES IN THE LEVELS OF MASS | 02293 | 16 |
| | VIOLENCE. HE WILL FURTHER DISCUSS THE MODIFICATIONS IN | 02293 | 17 |
| | THE MODEL -- AND THUS THE POSSIBLE EFFECTS -- OF VARIOUS | 02293 | 18 |
| | TYPES OF INTERVENTION, E.G. ISOLATION, REPRESSION AND | 02293 | 19 |
| | PERSUASION. | 02293 | 20 |
| *SETTING | LARGE GROUP COLLEGE | 02293 | 10 |
| *MATERIALS | BLANK | 02293 | 5 |
| *LEVEL | ALL GRADES | 02293 | 8 |
| *GENERAL | ALL CANDIDATES | 02293 | 7 |
| *HOURS | 50 MINUTES | 02293 | 6 |
| *EVALUATION | FINAL EXAMINATION | 02293 | 25 |
| *FILE | SOCIAL CONFLICT SOCIAL CHANGE AGGRESSION | 02293 | 9 |

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|---|---|---|
| *OBJECTIVES | TO SHOW HOW DIFFERENT AND POSSIBLY INCOMPATIBLE MODELS | 02294 19 |
| | MAY APPLY WHEN FURTHER CONDITIONS ARE TAKEN INTO | 02294 20 |
| | CONSIDERATION. | 02294 21 |
| *PREREQUISITE | UNDERSTANDING OF THE MECHANISMS OF RELATIVE DEPRIVATION | 02294 22 |
| | AND EPIDEMIOLOGICAL MODELS | 02294 23 |
| *EXPERIENCE | PROFESSOR WILL PRESENT THE TWO MAIN THEORIES OF REVOLUTION | 02294 11 |
| | WHICH RELATE VIOLENCE AND ILLEGITIMACY OF REGIME TO EITHER | 02294 12 |
| | ≥A↑ RISING EXPECTATIONS OR ≥B↑ WORSENING SOCIAL CONDITIONS | 02294 13 |
| | AND DESPAIR. HE WILL PRESENT DATA SUPPORTING BOTH VIEWS | 02294 14 |
| | AND EXAMINE THE EXTENT TO WHICH THE TWO MODELS MAY APPLY | 02294 15 |
| | AT DIFFERENT LEVELS OF INTEGRATION AND MODERNIZATION OF | 02294 16 |
| | SOCIETIES, USING PARTICULARLY THE BWY ARTICLE IN THE | 02294 17 |
| | READINGS ≥ABS, MASOTTI ED.↑. | 02294 18 |
| *SETTING | LARGE GROUP COLLEGE | 02294 10 |
| *MATERIALS | BLANK | 02294 5 |
| *LEVEL | ALL GRADES | 02294 8 |
| *GENERAL | ALL CANDIDATES | 02294 7 |
| *HOURS | 50 MINUTES | 02294 6 |
| *EVALUATION | FINAL EXAMINATION | 02294 24 |
| *FILE | SOCIAL CONFLICT CONFLICT MODELS SOCIAL CHANGE | 02294 9 |

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|---|---|---|
| *OBJECTIVES | EXPAND RICHARDSON PROCESSES TO THREAT SYSTEMS AND | 02295 25 |
| | INVESTIGATE THEIR STABILITY | 02295 26 |
| *PREREQUISITE | KNOWLEDGE OF RICHARDSON PROCESSES. | 02295 27 |
| *EXPERIENCE | ASSIGNED READINGS FOR EIGHTH WEEK: ELSE FRENKEL-BRUNSWIK, | 02295 11 |
| | [SOCIAL TENSIONS AND THE INHIBITION OF TOUGHT,[ SOCIAL | 02295 12 |
| | PROBLEMS, 2:75-81 ≥1954↑ E. A. EASTERBROOK, [THE EFFECTS | 02295 13 |
| | OF EMOTION ON CUE UTILIZTION AND THE ORGANIZATION OF | 02295 14 |
| | BEHAVIOR,[ PSYCHOLOGICAL REVIEW, 66:183-201 ≥1959↑. | 02295 15 |
| | C. D. SMOCK, [THE INFLUENCE OF PSYCHOLOGICAL STRESS ON THE | 02295 16 |
| | INTOLERANCE OF AMIGUITY,[ J. OF SOC. AND ABN. PSYCH., | 02295 17 |
| | 50:177-182 ≥1955↑ WILLIAM P. LIVANT, [ON DETERRENCE,[ J. | 02295 18 |
| | OF CONFLICT RESOLUTION, 5:340 ≥1941↑ OLE R. HOLSTI, [THE | 02295 19 |
| | 1914 CASE,[ AM. POLITICAL SC. REV., 1965, BOBBS MERILL | 02295 20 |
| | REPRINT PS392 DAVID R. INGLIS, [THE DANGEROUS FOLLY OF THE | 02295 21 |
| | ANTI-BALLISTIC MISSILE,[ SATURDAY REVIEW, | 02295 22 |
| | SEPTEMBER 7, 1968. BRUCE M. RUSSET, [THE CALCULUS OF | 02295 23 |
| | DETERRENCE,[ J. OF CONFL. RES., 7:97-109 ≥1963↑ | 02295 24 |
| *SETTING | INDEPENDENT COLLEGE | 02295 10 |
| *MATERIALS | BLANK | 02295 5 |
| *LEVEL | ALL GRADES | 02295 8 |
| *GENERAL | ALL CANDIDATES | 02295 7 |
| *HOURS | 4 | 02295 6 |
| *EVALUATION | FINAL EXAMINATION. | 02295 28 |
| *FILE | CONFLICT MODELS SOCIAL CONFLICT AGGRESSION | 02295 9 |

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|---|---|---|
| *OBJECTIVES | RELATING PSYCHOLOGICAL FINDINGS TO LARGE-SCALE POLITICAL | 02296 17 |
| | PROCESSES | 02296 18 |
| *PREREQUISITE | READINGS, MODULE 2295 | 02296 19 |
| *EXPERIENCE | PROFESSOR WILL DISCUSS CRISIS DECISION MAKING IN THE | 02296 11 |
| | LIGHT OF THE LITERATURE ABOUT REDUCED CUE UTILIZATION | 02296 12 |
| | AND INCREASED INTOLERANCE OF AMBIGUITY IN SITUATIONS OF | 02296 13 |
| | STRESS. HE WILL ILLUSTRATE THESE MATERIALS FROM RECENT | 02296 14 |
| | HISTORICAL EVENTS -- THE KOREAN AND CUBAN MISSILE | 02296 15 |
| | DECISIONS, ETC. SEE DERIVERA, OP CIT., CH 4 AND 5. | 02296 16 |
| *SETTING | LARGE GROUP COLLEGE | 02296 10 |
| *MATERIALS | BLANK | 02296 5 |
| *LEVEL | ALL GRADES | 02296 8 |
| *GENERAL | ALL CANDIDATES | 02296 7 |
| *HOURS | 50 MINUTES | 02296 6 |
| *EVALUATION | FINAL EXAMINATION | 02296 20 |
| *FILE | SOCIAL CONFLICT AGGRESSION DECISION MAKING | 02296 9 |

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|---|---|---|---|
| *OBJECTIVES | FOCUS STUDENTSS ATTENTION ON DISCONTINUITIES IN CONFLICT | 02297 | 17 |
| | PROCESSES AND RESULTING INSTARILITIES. | 02297 | 18 |
| *PREREQUISITE | RICHARDSON MODEL, READINGS, MODULE 2295 | 02297 | 19 |
| *EXPERIENCE | PROFESSOR WILL PRESENT THE MAJOR THEORIES OF DETERRENCE | 02297 | 11 |
| | ≥THREAT SYSTEMS+ AND INDICATE HOW THE RICHARDSON MODEL | 02297 | 12 |
| | MUST BE MODIFIED TO TAKE INTO ACCOUNT DRAMATIC SHIFTS IN | 02297 | 13 |
| | PARAMETERS DUE TO THE PSYCHOLOGICAL MECHANISMS DISCUSSED | 02297 | 14 |
| | IN THE PRECEDING LECTURE. ILLUSTRATE, USING THE 1914 | 02297 | 15 |
| | CASE AND THE ABM DECISION. | 02297 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 02297 | 10 |
| *MATERIALS | BLANK | 02297 | 5 |
| *LEVEL | ALL GRADES | 02297 | 8 |
| *GENERAL | ALL CANDIDATES | 02297 | 7 |
| *HOURS | 50 MINUTES | 02297 | 6 |
| *EVALUATION | FINAL EXAMINATION | 02297 | 20 |
| *FILE | SOCIAL CONFLICT AGGRESSION CONFLICT MODEL | 02297 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO INTERRELATE THE GAME-THEORETIC PROCESSES ALREADY | 02298 | 19 |
| | STUDIED WITH THE EFFECTS OF COMMUNICATION AND THREAT. | 02298 | 20 |
| *PREREQUISITE | UNDERSTANDING OF GAME MODELS | 02298 | 21 |
| *EXPERIENCE | READINGS FOR NINTH WEEK: JOSEPH H. DERIVERA, THE | 02298 | 11 |
| | PSYCHOLOGICAL DIMENSIONS OF FOREIGN POLICY, CHS 7 AND 8 | 02298 | 12 |
| | JACK SAWYER AND HAROLD GUETZKOW, [BARGAINING AND | 02298 | 13 |
| | NEGOTIATION IN INTERNATIONAL RELATIONS, IN | 02298 | 14 |
| | HERBERT C. KELMAN, ED., INTERNATIONAL BEHAVIOR. | 02298 | 15 |
| | LEWIS J. EDINGER, [MILITARY LEADERS AND FOREIGN POLICY | 02298 | 16 |
| | MAKING,[ AM. POLITICAL SCIENCE REVIEW, JUNE, 1963. BOBBS- | 02298 | 17 |
| | MERRILL REPRINT NO. PS-380 | 02298 | 18 |
| *SETTING | INDEPENDENT COLLEGE | 02298 | 10 |
| *MATERIALS | BLANK | 02298 | 5 |
| *LEVEL | ALL GRADES | 02298 | 8 |
| *GENERAL | ALL CANDIDATES | 02298 | 7 |
| *HOURS | 4 | 02298 | 6 |
| *EVALUATION | FINAL EXAMINATION | 02298 | 22 |
| *FILE | SOCIAL CONFLICT INTERNATIONAL RELATIONS AGGRESSION | 02298 | 9 |

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|---|---|---|---|
| *OBJECTIVES | INTRODUCE COMMUNICATIONS PROCESSES AS MODIFYING DECISIONS | 02299 | 25 |
| | IN CONFLICT SITUATIONS. | 02299 | 26 |
| *PREREQUISITE | KNOWLEDGE OF CONFLICT MODELS. | 02299 | 27 |
| *EXPERIENCE | LECTURER WILL DISCUSS THE INTERNAL BARGAINING IN A | 02299 | 11 |
| | DICISION-MAKING GROUP IN A CONFLICT SITUATION AND POINT | 02299 | 12 |
| | OUT THAT RESULTING POLICIES ARE NOT NECESSARILY THE MOST | 02299 | 13 |
| | APPROPRIATE RESPONSES TO THE EXTERNAL OPPONENT BUT MOST | 02299 | 14 |
| | FREQUENTLY A COMPROMISE BETWEEN CONTENDING GROUPS. | 02299 | 15 |
| | LECTURER WILL FURTHER POINT OUT THAT CERTAIN GROUPS, | 02299 | 16 |
| | FREQUENTLY THE MILITARY, ARE FAVORED IN THE BARGAINING | 02299 | 17 |
| | PROCESS, BECAUSE THE ANXIETIES AROUSED BY ANY THREAT | 02299 | 18 |
| | SITUATION MAKE IT EASIER TO MARSHALL SUPPORT FOR THEIR | 02299 | 19 |
| | POLICIES THAN FOR THOSE OF OTHER GROUPS. LECTURER WILL | 02299 | 20 |
| | POINT OUT THE ISOLATION OF THE MAIN DECISION MAKERS, THE | 02299 | 21 |
| | PROBLEMS OF BOTH RESTRICTION IN INFORMATION AND | 02299 | 22 |
| | INFORMATION OVERLOAD, BOTH OF WHICH REDUCE [RATIONALITY[ | 02299 | 23 |
| | IN DECISION MAKING. | 02299 | 24 |
| *SETTING | LARGE GROUP COLLEGE | 02299 | 10 |
| *MATERIALS | BLANK | 02299 | 5 |
| *LEVEL | ALL GRADES | 02299 | 8 |
| *GENERAL | ALL CANDIDATES | 02299 | 7 |

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*HOURS          50 MINUTES                                                  02299  6
*EVALUATION     FINAL EXAMINATION                                           02299 28
*FILE           COMMUNICATION  DECISION MAKING  CONFLICT                   02299  9
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*OBJECTIVES     SAME AS MODULE 2299                                         02300 19
*PREREQUISITE   KNOWLEDGE OF CONFLICT MODELS                                02300 20
*EXPERIENCE     LECTURER WILL DISCUSS THE EFFECTS OF STRESS AND             02300 11
                COMMUNICATIONS UPON NEGOCIATIONS BETWEEN ADVERSARIES.  HE   02300 12
                WILL DISCUSS THE HYPOTHESIS THAT THE SUCCESS OF SUCH        02300 13
                NEGOTIATIONS DOES NOT SO MUCH DEPEND ON RELEASING PARTIES   02300 14
                FROM TENSION AS ON THE ABILITY TO FIND CONSTRUCTIVE,        02300 15
                REWARDING ALTERNATIVES.  HE WILL EVALUATE THE EFFECTS       02300 16
                THAT EXISTING COMMUNICATION AND THREAT SYSTEMS MAY HAVE ON  02300 17
                THE POSSIBILITY OF CREATIVE SOLUTIONS.                      02300 18
*SETTING        LARGE GROUP  COLLEGE                                        02300 10
*MATERIALS      BLANK                                                       02300  5
*LEVEL          ALL GRADES                                                  02300  8
*GENERAL        ALL CANDIDATES                                              02300  7
*HOURS          50 MINUTES                                                  02300  6
*EVALUATION     FINAL EXAMINATION                                           02300 21
*FILE           COMMUNICATION  CONFLICT MODELS  CREATIVITY                  02300  9
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*OBJECTIVES     TO INTRODUCE STUDENTS TO THE DIALECTICAL RELATIONSHIP       02301 21
                BETWEEN INTRAGROUP AND INTERGROUP INTEGRATION AS OPPOSING   02301 22
                AND COMPLEMENTARY PROCESSES.                                02301 23
*PREREQUISITE   NONE                                                        02301 24
*EXPERIENCE     READINGS FOR TENTH WEEK: PHILIP E. JACOB AND                02301 11
                JAMES V. TOSCANO, EDS., THE INTEGRATION OF POLITICAL        02301 12
                COMMUNITIES, CHS. 2, 3, AND 6.  LEWIS A. COSER, [THE        02301 13
                TERMINATION OF CONFLICT,[ J. OF CONFLICT RESOLUTION,        02301 14
                5:347-353 ≥1961; LEWIS COSER, THE FUNCTIONS OF SOCIAL       02301 15
                CONFLICT, CHS. 5 AND 7 AMITAI ETZIONI, [THE DIALECTICS OF   02301 16
                SUPRANATIONAL UNIFICATION,[ AM. POL. SCI. REV. 1962;        02301 17
                BOBBS MERRILL REPRINT NO. PS-381 IRVING L. JANIS AND        02301 18
                DANIEL KATZ, [THE REDUCTION OF INTERGROUP HOSTILITY,[ J.     02301 19
                OF CONFL. RESOLUTION, 3:85-100 ≥1959;                       02301 20
*SETTING        INDEPENDENT  COLLEGE                                        02301 10
*MATERIALS      BLANK                                                       02301  5
*LEVEL          ALL GRADES                                                  02301  8
*GENERAL        ALL CANDIDATES                                              02301  7
*HOURS          4                                                           02301  6
*EVALUATION     FINAL EXAMINATION                                           02301 25
*FILE           READINGS  GROUP PROCESSES  DIALOGUE                         02301  9
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*OBJECTIVES     TO IDENTIFY CONDITIONS OF INTEGRATION                       02302 19
*PREREQUISITE   CONFLICT MODELS                                             02302 20
*EXPERIENCE     LECTURER WILL REVIEW HISTORICAL EXAMPLES OF INTERGROUP       02302 11
                AND INTERSTATE INTEGRATION AND POINT OUT THE CONDITIONS OF  02302 12
                COMMUNICATIONS, EXTERNAL PRESSURE AND COMMUNITY OF GOALS    02302 13
                THAT APPEAR TO BE OPERATING IN SUCH SITUATIONS.  HE WILL     02302 14
                COMPARE THIS WITH THE TENDENCIES TOWARD DISINTEGRATION OF   02302 15
                PREVIOUSLY COLONIAL STATES IN ASIA AND AFRICA.  HE WILL     02302 16
                DISCUSS THE HYPOTHESIS THAT AN INTEGRATIVE ELITE IS         02302 17
                REQUIRED FOR GROUP INTEGRATION TO TAKE PLACE.               02302 18
*SETTING        LARGE GROUP  COLLEGE                                        02302 10
*MATERIALS      BLANK                                                       02302  5
*LEVEL          ALL GRADES                                                  02302  8
*GENERAL        ALL CANDIDATES                                              02302  7
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|---|---|---|---|
| *HOURS | 50 | 02302 | 6 |
| *EVALUATION | FINAL EXAMINATION | 02302 | 21 |
| *FILE | INTEGRATION GROUP BEHAVIOR CONFLICT MODELS | 02302 | 9 |

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| *OBJECTIVES | SAME AS 2301 | 02304 | 15 |
| *PREREQUISITE | CONFLICT MODELS. | 02304 | 16 |
| *EXPERIENCE | LECTURER WILL DISCUSS THE DIALECTIC PROCESS OF INTRA-GROUP | 02304 | 11 |
| | AND INTER-GROUP INTEGRATION AND SHOW THE CONDITIONS UNDER | 02304 | 12 |
| | WHICH CONFLICT MAY HELP OR HINDER EITHER OR BOTH. SEE | 02304 | 13 |
| | PARTICULARLY COSER AND ETZIONI. | 02304 | 14 |
| *SETTING | LARGE GROUP COLLEGE | 02304 | 10 |
| *MATERIALS | BLANK | 02304 | 5 |
| *LEVEL | ALL GRADES | 02304 | 8 |
| *GENERAL | ALL CANDIDATES | 02304 | 7 |
| *HOURS | 50 MINUTES | 02304 | 6 |
| *EVALUATION | FINAL EXAMINATION | 02304 | 17 |
| *FILE | CONFLICT MODELS GROUP BEHAVIOR | 02304 | 9 |

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| *OBJECTIVES | TO INTRODUCE STUDENTS TO DIFFERENT DEFINITIONS OF POLITICS | 02305 | 16 |
| | AND THE RELATIONSHIP OF DECISION-MAKING TO POLITICS. | 02305 | 17 |
| *PREREQUISITE | NONE | 02305 | 18 |
| *EXPERIENCE | READING: L. FROMAN, 'POLITICS IN EVERYDAY LIFE,' IN DAHL | 02305 | 11 |
| | AND NEUBAUER, EDS., READINGS IN MODERN POLITICAL ANALYSIS, | 02305 | 12 |
| | PP. 31-43, N. LONG, 'THE LOCAL COMMUNITY AS AN ECOLOGY OF | 02305 | 13 |
| | GAMES,' BOBBS-MERRILL REPRINT S-179, AND D. EASTON, THE | 02305 | 14 |
| | POLITICAL SYSTEM, CHAPTER 5. | 02305 | 15 |
| *SETTING | INDEPENDENT COLLEGE | 02305 | 10 |
| *MATERIALS | BLANK | 02305 | 5 |
| *LEVEL | ALL GRADES | 02305 | 8 |
| *GENERAL | ALL CANDIDATES | 02305 | 7 |
| *HOURS | 2 | 02305 | 6 |
| *EVALUATION | SEE MODULE 2354 EVALUATION SECTION | 02305 | 19 |
| *FILE | POLITICS DECISION MAKING LOCAL COMMUNITY | 02305 | 9 |

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| *OBJECTIVES | TO IDENTIFY ELEMENTS OF POLITICAL SITJATIONS: CONFLICT | 02306 | 15 |
| | OVER THE DISTRIBUTION OR ALLOCATION OF THINGS OF VALUE AND | 02306 | 16 |
| | THE RESOLUTION OF THAT CONFLICT. AS THESE SITUATIONS ARE | 02306 | 17 |
| | FOUND IN EVERYDAY SITJATIONS. | 02306 | 18 |
| *PREREQUISITE | MODULE 2305 | 02306 | 19 |
| *EXPERIENCE | LECTURE-DISCUSSION: THE INSTRUCTOR WILL DISCUSS DIFFERENT | 02306 | 11 |
| | VIEWS OF POLITICS AND IN DISCUSSION FOCUS THE ATTENTION OF | 02306 | 12 |
| | THE STUDENTS ON POLITICS OF EVERYDAY AFFAIRS. THIS WILL | 02306 | 13 |
| | DEVELOP THE IDEAS IN MODULE 2308. | 02306 | 14 |
| *SETTING | SMALL GROUP 21-17 STUDENTS, COLLEGE | 02306 | 10 |
| *MATERIALS | BLANK | 02306 | 5 |
| *LEVEL | ALL GRADES | 02306 | 8 |
| *GENERAL | ALL CANDIDATES | 02306 | 7 |
| *HOURS | 1 | 02306 | 6 |
| *EVALUATION | SEE MODULE 2354 | 02306 | 20 |
| *FILE | POLITICS SITUATIONS CONFLICT | 02306 | 9 |

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| *OBJECTIVES | TO DEVELOP A MODEL OF DECISION-MAKING THAT WILL BE USED | 02307 18 |
| | LATER IN EXAMINING THE BEHAVIOR OF SMALL GROUPS AND | 02307 19 |
| | POLITICAL INSTITUTIONS. | 02307 20 |
| *PREREQUISITE | NONE | 02307 21 |
| *EXPERIENCE | LECTURE: THE LECTURER WILL DEVELOP A MODEL FOR THE | 02307 11 |
| | ANALYSIS OF POLITICAL DECISIONS. THIS WILL BE DRAWN FROM | 02307 12 |
| | J. ROBINSON AND R. SNYDER, [DECISION-MAKING IN | 02307 13 |
| | INTERNATIONAL BEHAVIOR,[ IN KELMAN, INTERNATIONAL | 02307 14 |
| | BEHAVIOR: A SOCIAL-PSYCHOLOGICAL ANALYSIS, NOTING THAT | 02307 15 |
| | DECISIONS MAY BE ANALYSED IN TERMS OF SITUATION, | 02307 16 |
| | ORGANIZATION, AND PARTICIPANTS. | 02307 17 |
| *SETTING | LARGE GROUP COLLEGE | 02307 10 |
| *MATERIALS | BLANK | 02307 5 |
| *LEVEL | ALL GRADES | 02307 8 |
| *GENERAL | ALL CANDIDATES | 02307 7 |
| *HOURS | 1 | 02307 6 |
| *EVALUATION | SEE MODULES 2215, 2352, 2354 | 02307 22 |
| *FILE | DECISION MAKING MODEL SMALL GROUP BEHAVIOR | 02307 9 |

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| *OBJECTIVES | TO DEMONSTRATE THE LIMITATIONS OF RATIONAL CHOICE MODELS | 02308 17 |
| | AND PREPARE STUDENTS FOR BEHAVIORAL ANALYSES OF DECISIONS. | 02308 18 |
| *PREREQUISITE | MODULE 2209 | 02308 19 |
| *EXPERIENCE | LECTURE: THE LECTURER WILL PRESENT A MODEL OF RATIONAL | 02308 11 |
| | CHOICE SUCH AS H. SIMON, [A BEHAVIORAL MODEL OF RATIONAL | 02308 12 |
| | CHOICE,[ IN H. SIMON, MODELS OF MAN, PP. 241-60. | 02308 13 |
| | FOLLOWING THIS BOTH LOGICAL AND PSYCHOLOGICAL CRITICISMS | 02308 14 |
| | OF THESE RATIONAL MODELS WILL BE GIVEN TO PREPARE THE | 02308 15 |
| | STUDENTS TO LOOK AT DECISIONS IN A BEHAVIORAL MANNER. | 02308 16 |
| *SETTING | LARGE GROUP COLLEGE | 02308 10 |
| *MATERIALS | BLANK | 02308 5 |
| *LEVEL | ALL GRADES | 02308 8 |
| *GENERAL | ALL CANDIDATES | 02308 7 |
| *HOURS | 1 | 02308 6 |
| *EVALUATION | SEE MODULES 2215, 2332 + 2354 | 02308 20 |
| *FILE | MODEL FOR DECISION MAKING RATIONAL CHOICE BEHAVIORAL | 02308 8 |
| | ANALYSES | 02308 |

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|---|---|---|
| *OBJECTIVES | TO PRESENT STUDENTS WITH A BEHAVIORAL MODEL OF DECISION- | 02309 12 |
| | MAKING THAT IS SUGGESTED BY A LABORATORY STUDY. | 02309 13 |
| *PREREQUISITE | NONE | 02309 14 |
| *EXPERIENCE | READING: C. HERMANN, CRISIS DECISION-MAKING ≥ENTIRE+, | 02309 11 |
| *SETTING | INDEPENDENT COLLEGE | 02309 10 |
| *MATERIALS | BLANK | 02309 5 |
| *LEVEL | ALL GRADES | 02309 8 |
| *GENERAL | ALL CANDIDATES | 02309 7 |
| *HOURS | 3 | 02309 6 |
| *EVALUATION | SEE MODULES 2215, 2352, 2354 | 02309 15 |
| *FILE | CRISIS DECISION MAKING MODEL READINGS | 02309 9 |

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| *OBJECTIVES | TO CLARIFY THE MODEL PRESENTED IN MODULE 2212 AND PREPARE | 02310 16 |
| | STUDENTS FOR ANALYZING CASE STUDIES OF CRISIS DECISION- | 02310 17 |
| | MAKING TO FOLLOW. | 02310 18 |
| *PREREQUISITE | MODULE 2212 | 02310 19 |
| *EXPERIENCE | DISCUSSION: THE D SCUSSION WILL FOCUS ON THE BEHAVIOR OF | 02310 11 |
| | INDIVIDUALS AND G UPS FORCED TO MAKE DECISIONS UNDER | 02310 12 |
| | CRISIS CONDITIONS. THE DIFFERENCES BETWEEN NORMAL | 02310 13 |
| | DECISION-MAKING BEHAVIOR AND CRISIS DECISION-MAKING | 02310 14 |
| | BEHAVIOR WILL BE HIGHLIGTED. | 02310 15 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS+ COLLEGE | 02310 10 |
| *MATERIALS | BLANK | 02310 5 |
| *LEVEL | ALL GRADES | 02310 8 |
| *GENERAL | ALL CANDIDATES | 02310 7 |
| *HOURS | 1 | 02310 6 |
| *EVALUATION | SEE MODULES 2215, 2352 + 2354 | 02310 20 |
| *FILE | CRISIS DECISION MAKING CASE STUDIES ANALYSIS + SYTHESIS | 02310 9 |

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| *OBJECTIVES | TO PROVIDE STUDENTS WITH AN ANALYSIS OF CRISIS DECISION- | 02311 | 13 |
| | MAKING OUTSIDE THE LABORATORY AND CASE STUDY MATERIAL FROM | 02311 | 14 |
| | WHICH TO DRAW UPON ON MODULE 2215. | 02311 | 15 |
| *PREREQUISITE | MODULE 2311 | 02311 | 16 |
| *EXPERIENCE | READING: A. SCHLESINGER, JR. A THOUSAND DAYS, PP. 794-830. | 02311 | 11 |
| | AND T. SORENSON, KENNEDY, PP. 667-718. | 02311 | 12 |
| *SETTING | INDEPENDENT COLLEGE | 02311 | 10 |
| *MATERIALS | BLANK | 02311 | 5 |
| *LEVEL | ALL GRADES | 02311 | 8 |
| *GENERAL | ALL CANDIDATES | 02311 | 7 |
| *GOALS | 5 | 02311 | 6 |
| *EVALUATION | SAME AS MODULE 2215 | 02311 | 17 |
| *TITLE | DECISON MAKING KENNEDY CASE ANALYSIS | 02311 | 9 |

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| *OBJECTIVES | TO GIVE STUDENTS EXPERIENCE IN ANALYZING A DECISION IN | 02312 | 18 |
| | TERMS OF AN ANALYTIC MODEL. | 02312 | 19 |
| *PREREQUISITE | MODULES 2309, 2310 + 2311 | 02312 | 20 |
| *EXPERIENCE | WRITTEN ASSIGNMENT: STUDENTS WILL APPLY HERMANNSS MODEL OF | 02312 | 11 |
| | CRISIS DECISION-MAKING TO KENNEDYSS DECISIONS DURING THE | 02312 | 12 |
| | CUBAN MISSILE CRISIS. THE TEN PAGE PAPER WILL DISCUSS | 02312 | 13 |
| | WHERE THE MODEL FITS THE CASE STUDY BEST AND WHERE IT | 02312 | 14 |
| | FAILS TO EXPLAIN THE EVENTS. THE CONCLUSION SHOULD | 02312 | 15 |
| | SUGGEST AN EXTENSION OF HERMANNSS MODEL SO THAT IT WOULD | 02312 | 16 |
| | EXPLAIN THE EVENTS MORE SATISFACTORILY. | 02312 | 17 |
| *SETTING | INDEPENDENT COLLEGE | 02312 | 10 |
| *MATERIALS | BLANK | 02312 | 5 |
| *LEVEL | ALL GRADES | 02312 | 9 |
| *GENERAL | ALL CANDIDATES | 02312 | 7 |
| *GOALS | 5 | 02312 | 6 |
| *EVALUATION | STUDENT MUST BE ABLE TO APPLY HERMANNSS MODEL TO THE | 02312 | 21 |
| | DECISIONS MADE DURING THE CUBAN CRISIS. SIX PROPOSITIONS | 02312 | 22 |
| | FOR EXTENSION OF THE MODEL MUST BE DEVELOP IN THE PAPER | 02312 | 23 |

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| *OBJECTIVE | TO INTRODUCE STUDENTS TO RESEARCH ON EFFECTS OF DECISION- | 02313 | 18 |
| | MAKING PARTICIPANTS ON DECISION OUTCOME. | 02313 | 19 |
| *PREREQUISITE | NONE | 02313 | 20 |
| *EXPERIENCE | READING: HAYTHORN, W., COUCH, A., HAEFNER, D., LANGHORN, | 02313 | 11 |
| | PL, AND CARTER, L., [THE BEHAVIOR OF AUTHORITARIAN AND | 02313 | 12 |
| | EQUALITARIAN PERSONALITIES IN GROUPS,[ HUMAN RELATIONS, | 02313 | 13 |
| | 1956, 9, 57-64, AND BY THE SAME AUTHORS, [THE EFFECTS OF | 02313 | 14 |
| | VARYING COMBINATIONS OF AUTHORITARIAN AND EQUALITARIAN | 02313 | 15 |
| | LEADERS AND FOLLOWERS,[ JOURNAL OF ABNORMAL SOCIAL | 02313 | 16 |
| | PSYCHOLOGY, 1956, 53, 21-19. | 02313 | 17 |
| *SETTING | INDEPENDENT COLLEGE | 02313 | 10 |
| *MATERIALS | BLANK | 02313 | 5 |
| *LEVEL | ALL GRADES | 02313 | 8 |

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| *GENERAL | ALL CANDIDATES | 02313 7 |
| *HOURS | 2 | 02313 6 |
| *EVALUATION | SEE MODULES 2329, 2352, AND 2354 | 02313 21 |
| *FILE | RESEARCH DECISION MAKING PERSONALITIES IN GROUPS | 02313 9 |

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| *OBJECTIVES | TO HAVE STUDENTS EXPLICITLY VERBALIZE THE RELATIONSHIP BETWEEN AUTHORITARIANISM OF GROUP PARTICIPATNS AND SOCIAL INTERACTION IN THE GROUP. | 02314 16<br>02314 17<br>02314 18<br>02314 19 |
| *PREREQUISITE | MODULE 2313 | |
| *EXPERIENCE | DISCUSSION: THE FOCUS OF THE DISCUSSION WILL BRING OUT AND EMPHASIZE THE RELATIONSHIP BETWEEN THE AUTHORITARIANISM OF LEADERS AND FOLLOWERS AND EFFECTIVE INTELLIGENCE IN PROBLEM-SOLVING, AGGRESSIVE BEHAVIOR IN A SMALL GROUP, CONCERN FOR STATUS, AND FREEDOM IN EXPRESSING OPINIONS. | 02314 11<br>02314 12<br>02314 13<br>02314 14<br>02314 15 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ COLLEGE | 02314 10 |
| *MATERIALS | BLANK | 02314 5 |
| *LEVEL | ALL GRADES | 02314 8 |
| *GENERAL | ALL CANDIDATES | 02314 7 |
| *HOURS | 1 | 02314 6 |
| *EVALUATION | SEE MODUELS 2329, 2352 + 2354 | 02314 20 |
| *FILE | GROUP BEHAVIOR AUTHORITARIANISM SOCIAL INTERACTION | 02314 9 |

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| *OBJECTIVES | TO ILLUSTRATE THE USE OF PERSONALITY ANALYSIS ON POLITICAL ACTS AND THE RELATIONSHIP OF PSYCHOANALYTIC THOUGHT TO POLITICAL ANALYSIS. | 02315 19<br>02315 20<br>02315 21<br>02315 22 |
| *PREREQUISITE | NONE | |
| *EXPERIENCE | READING ASSIGNMENT: ALEXANDER GEORGE AND JULIETTE GEORGE, [WOODROW WILSON AND COLONEL HOUSE: A PERSONALITY STUDY,] IN POLSBY, DENTLER, AND SMITH, POLITICS AND SOCIAL LIFE, PP. 192-208, AND H. LASSWELL, PSYCHOPATHOLOGY AND POLITICS, CHAPTERS 5-9, AND J. MCCONAUGHY, [CERTAIN PERSONALITY FACTORS OF STATE LEGISLATORS IN SOUTH CAROLINA,] THE AMERICAN POLITICAL SCIENCE REVIEW, 1950, 44, 894-903. | 02315 11<br>02315 12<br>02315 13<br>02315 14<br>02315 15<br>02315 16<br>02315 17<br>02315 18 |
| *SETTING | INDEPENDENT COLLEGE | 02315 10 |
| *MATERIALS | BLANK | 02315 5 |
| *LEVEL | ALL GRADES | 02315 8 |
| *GENERAL | ALL CANDIDATES | 02315 7 |
| *HOURS | 3 | 02315 6 |
| *EVALUATION | SEE MODULES 2329, 2352 + 2354 | 02315 23 |
| *FILE | PERSONALITY ANALYSIS PSYCHOANALYTIC POLITICAL ANALYSIS POLITICAL BEHAVIOR | 02315 9 |

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| *OBJECTIVES | TO HAVE STUDENTS VERBALIZE SOME RELATIONSHIPS BETWEEN PERSONAL CHARACTERISTICS OF POLITICAL LEADERS AND THEIR POLITICAL ACTS. | 02316 16<br>02316 17<br>02316 18 |
| *PREREQUISITE | MODUEL 2315 | 02316 19 |
| *EXPERIENCE | DISCUSSION: THIS WILL FOCUS ON OUTLINING THE ELEMENTS OF LASSWELLS THEORY RELATING PERSONALITY AND POLITICAL BEHAVIOR AND TRACING THESE RELATIONSHIPS IN THE CASE STUDY OF WOODROW WILSON AND THE SMALL GROUP RESEARCH READ EARLIER | 02316 11<br>02316 12<br>02316 13<br>02316 14<br>02316 15 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ COLLEGE | 02316 10 |
| *MATERIALS | BLANK | 02316 5 |
| *LEVEL | ALL GRADES | 02316 8 |
| *GENERAL | ALL CANDIDATES | 02316 7 |
| *HOURS | 2 | 02316 6 |
| *EVALUATION | SEE MODULES 2329, 2352 AND 2354 | 02316 23 |

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| *FILE | LASSWELLSS THEORY PERSONALITY AND POLITICAL BEHAVIOR<br>SMALL GROUP RESEARCH | 02316<br>02316 | 9 |

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| *OBJECTIVES | TO ACQUAINT STUDENTS WITH RESEARCH RELATING<br>CHARACTERISTICS OF GROUP MEMBERS OTHER THAN LEADERS TO THE<br>INTERACTION OF THE GROUP. | 02317<br>02317<br>02317 | 14<br>15<br>16 |
| *PREREQUISITE | NONE | 02317 | 17 |
| *EXPERIENCE | READING ASSIGNMENT: HAYTHORN, W., [THE INFLUENCE OF<br>INDIVIDUAL MEMBERS ON THE CHARACTERISTICS OF SMALL GROUP,<br>[JOURNAL OF ABNORMAL SOCIAL PSYCHOLOGY, 1953, 48, 276-84. | 02317<br>02317<br>02317 | 11<br>12<br>13 |
| *SETTING | INDEPENDENT COLLEGE | 02317 | 10 |
| *MATERIALS | BLANK | 02317 | 5 |
| *LEVEL | ALL GRADES | 02317 | 8 |
| *GENERAL | ALL CANDIDATES | 02317 | 7 |
| *HOURS | 1/2 | 02317 | 6 |
| *EVALUATION | SEE MODULES 2329, 2352 + 2354 | 02317 | 18 |
| *FILE | SMALL GROUP BEHAVIOR MEMBER BEHAVIOR PROCESSES OF GROUP | 02317 | 9 |

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| *OBJECTIVES | TO IDENTIFY PROPOSITIONS CONCERNING THE BEHAVIOR OF SMALL<br>GROUPS RELATING PERSONAL CHARACTERISTICS OF THE MEMBERS TO<br>THE BEHAVIOR OF THE GROUP . | 02318<br>02318<br>02318 | 17<br>18<br>19 |
| *PREREQUISITE | MODULE 2317 | 02318 | 20 |
| *EXPERIENCE | DISCUSSION: THE DISCUSSION WILL DEAL WITH THE ASSIGNMENT<br>IN MODULE 2220 AND FOCUS ON THE FOLLOWING PROPOSITION:<br>SMOOTH AND EFFECTIVE GROUP FUNCTIONING IS RELATED TO<br>INDIVIDUAL CHARACTERISTICS OF EMOTIONAL MATURITY,<br>FRIENDLY CO-OPERATIVENESS, FREEDOM FROM ANXIETY AND<br>TRUSTFULNESS, AND ADAPTABILITY . | 02318<br>02318<br>02318<br>02318<br>02318<br>02318 | 11<br>12<br>13<br>14<br>15<br>16 |
| *SETTING | SMALL GROUP 21-12 STUDENTS? COLLEGE | 02318 | 10 |
| *MATERIALS | BLANK | 02318 | 5 |
| *LEVEL | ALL GRADES | 02318 | 8 |
| *GENERAL | ALL CANDIDATES | 02318 | 7 |
| *HOURS | 1 | 02318 | 6 |
| *EVALUATION | SEE MODULES 2329, 2352 + 2354 | 02318 | 21 |
| *FILE | CLIMATE OF GROUP SMALL GROUP RESEARCH PERSONALITY OF<br>GROUP MEMBERS | 02318<br>02318 | 9 |

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| *OBJECTIVES | TO INFORM STUDENTS ABOUT RESEARCH ON SEX DIFFERENCES AND<br>SMALL GROUP INTERACTION . | 02319<br>02319 | 16<br>17 |
| *PREREQUISITE | NONE | 02319 | 18 |
| *EXPERIENCE | READING ASSIGNMENT: LANDIS, M., AND BURTT, S., [A STUDY<br>OF CONVERSATIONS,[ JOJRNAL OF COMPARATIVE PSYCHOLOGY,<br>1924, 4, 81-89, AND STRODTBECK, F., AND MANN, R., [SEX<br>ROLE DIFFERENTIATION IN JURY DELIBERATIONS,[ SOCIOMETRY,<br>1956, 19, 3-11 . | 02319<br>02319<br>02319<br>02319<br>02319 | 11<br>12<br>13<br>14<br>15 |
| *SETTING | INDEPENDENT COLLEGE | 02319 | 10 |
| *MATERIALS | BLANK | 02319 | 5 |
| *LEVEL | ALL GRADES | 02319 | 8 |
| *GENERAL | ALL CANDIDATES | 02319 | 7 |
| *HOURS | 1 | 02319 | 6 |
| *EVALUATION | SEE MODULES 2329, 2352 + 2354 | 02319 | 19 |
| *FILE | SMALL GROUP INTERACTION SEX DIFFERENCES COMMUNICATIONS | 02319 | 9 |

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| *OBJECTIVES | TO HAVE STUDENTS VERBALIZE PROPOSTIONS CONCERNING SEX<br>DIFFERENCES IN SOCIAL INTERACTIONS . | 02320<br>02320 | 18<br>19 |
| *PREREQUISITE | MODULE 2319 | 02320 | 20 |
| *EXPERIENCE | DISCUSSION: FOCUS ON THE PROPOSITIONS SUGGESTED IN THE | 02320 | 11 |

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| | READING IN MODULE 2319 THAT SEX ROLE BEHAVIOR IS LEARNED | 02320 | 12 |
| | IN EARLY CHILDHOOD AND THAT IN ADULT LIFE SEX DIFFERENCES | 02320 | 13 |
| | ARE RELATED TO CONTENT OF CONVERSATIONS AS WELL AS TO THE | 02320 | 14 |
| | STRUCTURE OF INTERACTIONS . MEN TEND TO TALK ABOUT | 02320 | 15 |
| | BUSINESS AND MONEY AND WOMEN ABOUT MEN AND CLOTHES . MEN | 02320 | 16 |
| | TEND TO INTIATE ACTIVITY AND WOMEN TO REACT . | 02320 | 17 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02320 | 10 |
| *MATERIALS | BLANK | 02320 | 5 |
| *LEVEL | ALL GRADES | 02320 | 8 |
| *GENERAL | ALL CANDIDATES | 02320 | 7 |
| *HOURS | 1 | 02320 | 6 |
| *EVALUATION | SEE MODULES 2329, 2352 + 2354 | 02320 | 21 |
| *FILE | SEX ROLE DIFFERENCES SOCIAL INTERACTIONS BLANK | 02320 | 9 |

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| *OBJECTIVES | TO FAMILIARIZE STUDENTS WITH RESEARCH ON POLITICAL | 02321 | 12 |
| | ACTIVITY THAT IS RELATED TO SEX . | 02321 | 13 |
| *PREREQUISITE | MODULES 2319 + 2320 | 02321 | 14 |
| *EXPERIENCE | READING ASSIGNMENT: R. LANE, POLITICAL LIFE, PP. 209-216. | 02321 | 11 |
| *SETTING | INDEPENDENT COLLEGE | 02321 | 10 |
| *MATERIALS | BLANK | 02321 | 5 |
| *LEVEL | ALL GRADES | 02321 | 8 |
| *GENERAL | ALL CANDIDATES | 02321 | 7 |
| *HOURS | 1/2 | 02321 | 6 |
| *EVALUATION | 2329, 2352 + 2354 | 02321 | 15 |
| *FILE | RESEARCH POLITICAL PROCESSES SEX DIFFERENCES | 02321 | 9 |

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| *OBJECTIVES | TO IDENTIFY POLITICAL BEHAVIOR THAT IS RELATED TO THE | 02322 | 13 |
| | SOCIAL CHARACTERISTIC OF SEX . | 02322 | 14 |
| *PREREQUISITE | MODULES 2319-2321 | 02322 | 15 |
| *EXPERIENCE | DISCUSSION: RELATE SEX DIFFERENCES NOTED IN SMALL GROUP | 02322 | 11 |
| | RESEARCH TO THOSE OUTSIDE THE RESEARCH LABORATORY . | 02322 | 12 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02322 | 10 |
| *MATERIALS | BLANK | 02322 | 5 |
| *LEVEL | ALL GRADES | 02322 | 8 |
| *GENERAL | ALL CANDIDATES | 02322 | 7 |
| *HOURS | 1/2 | 02322 | 6 |
| *EVALUATION | SEE MODULES 2329, 2352 + 2354 | 02322 | 16 |
| *FILE | POLITICAL BEHAVIOR SOCIAL CHARACTERISTICS SEX | 02322 | 9 |

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| *OBJECTIVES | TO INTRODUCE STUDENTS TO LABORATORY AND OTHER RESEARCH | 02323 | 15 |
| | INDICATING THE RELATION OF SOCIAL STATUS TO PARTICIPATION | 02323 | 16 |
| | IN THE MAKING OF POLITICAL DECISIONS . | 02323 | 17 |
| *PREREQUISITE | NONE | 02323 | 18 |
| *EXPERIENCE | READING: STRODTBECK, F., JAMES, R., AND HAWKINS, C., | 02323 | 11 |
| | [SOCIAL STATUS IN JURY DELIBERATIONS,[ AMERICAN SOCIOLOGY | 02323 | 12 |
| | REVIEW, 1957, 22, 713-19, AND R. LANE, POLITICAL LIFE, | 02323 | 13 |
| | CHAPTER 16. | 02323 | 14 |
| *SETTING | INDEPENDENT COLLEGE | 02323 | 10 |
| *MATERIALS | BLANK | 02323 | 5 |
| *LEVEL | ALL GRADES | 02323 | 8 |
| *GENERAL | ALL CANDIDATES | 02323 | 7 |
| *HOURS | 1 | 02323 | 6 |
| *EVALUATION | SEE MODULES 2329, 2352 + 2354 | 02323 | 19 |
| *FILE | RESEARCH SOCIAL STATUS POLITICAL DECISIONS | 02323 | 9 |

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| *OBJECTIVES | TO RELATE SOCIAL CLASS TO DYNAMICS OF SOCIAL DECISION- | 02324 | 19 |
| | MAKING | 02324 | 20 |

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| *PREREQUISITE | MODULE 2323 | 02324 | 21 |
| *EXPERIENCE | DISCUSSION: THIS DISCUSSION WILL CLARIFY AND ELABORATE THE | 02324 | 11 |
| | FOLLOWING PROPOSITION: IN GROUP INTERACTION, MEMBERS WITH | 02324 | 12 |
| | HIGHER SOCIAL CLASS STATUS TALK MORE, HAVE MORE INFLUENCE | 02324 | 13 |
| | ON OTHER MEMBERS AND ARE PERCEIVED AS MORE COMPETENT . | 02324 | 14 |
| | THIS WILL BE USED TO SHOW STUDENTS THAT KNOWLEDGE OF THE | 02324 | 15 |
| | SOCIAL CLASS STRUCTURE OF A GROUP WILL ENABLE ONE TO MAKE | 02324 | 16 |
| | PREDICTIONS CONCERNING AMOUNT OF INFLUENCE IN MAKING | 02324 | 17 |
| | DECISIONS . | 02324 | 18 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ COLLEGE | 02324 | 10 |
| *MATERIALS | BLANK | 02324 | 5 |
| *LEVEL | ALL GRADES | 02324 | 8 |
| *GENERAL | ALL CANDIDATES | 02324 | 7 |
| *HOURS | 1 | 02324 | 6 |
| *EVALUATION | SEE MODULES 2329, 2352 + 2354 | 02324 | 22 |
| *FILE | SOCIAL CLASS SOCIAL DECISION MAKING GROUP BEHAVIOR | 02324 | 9 |

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| *OBJECTIVES | TO ACQUAINT STUDENTS WITH RESEARCH ON SOCIAL | 02325 | 13 |
| | CHARACTERISTICS OF AMERICAN POLITICAL LEADERS . | 02325 | 14 |
| *PREREQUISITE | MODULES 2323 + 2324 | 02325 | 15 |
| *EXPERIENCE | READING: D. MATTHEWS, THE SOCIAL BACKGROUNDS OF POLITICAL | 02325 | 11 |
| | DECISION-MAKERS | 02325 | 12 |
| *SETTING | INDEPENDENT COLLEGE | 02325 | 10 |
| *MATERIALS | BLANK | 02325 | 5 |
| *LEVEL | ALL GRADES | 02325 | 8 |
| *GENERAL | ALL CANDIDATES | 02325 | 7 |
| *HOURS | 2 | 02325 | 6 |
| *EVALUATION | SEE MODULES 2329, 2352 + 2354 | 02325 | 16 |
| *FILE | DECISION MAKING PERSONALITY CHARACTERISTICS RESEARCH | 02325 | 9 |

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| *OBJECTIVES | TO HAVE STUDENTS VERBALIZE THE FACT THAT POLITICAL | 02326 | 15 |
| | DECISION-MAKERS DO NOT REPRESENT THE CLASS DISTRIBUTION IN | 02326 | 16 |
| | THE POPULATION AT LARGE . | 02326 | 17 |
| *PREREQUISITE | MODULES 2323-2325 | 02326 | 18 |
| *EXPERIENCE | DISCUSSION: DISCUSS THE FOLLOWING PROPOSITION: AMERICAN | 02326 | 11 |
| | POLITICAL LEADERS TEND TO BE RECRUITED FROM THE MIDDLE AND | 02326 | 12 |
| | UPPER CLASS AND THE VALUES OF THESE SOCIAL CLASSES TEND TO | 02326 | 13 |
| | BE THE BASIS FOR POLICY DECISIONS . | 02326 | 14 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ COLLEGE | 02326 | 10 |
| *MATERIALS | BLANK | 02326 | 5 |
| *LEVEL | ALL GRADES | 02326 | 8 |
| *GENERAL | ALL CANDIDATES | 02326 | 7 |
| *HOURS | 1 | 02326 | 6 |
| *EVALUATION | SEE MODULES 2329, 2352 + 2354 | 02326 | 19 |
| *FILE | SOCIAL CLASS DECISION MAKING BLANK | 02326 | 9 |

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| *OBJECTIVES | TO HAVE STUDENTS READ RESEARCH ON ETHNICITY AND | 02327 | 14 |
| | INTERPERSONAL INTERACTION | 02327 | 15 |
| *PREREQUISITE | NONE | 02327 | 16 |
| *EXPERIENCE | READING: KATZ, I., GOLDSTON, J., AND BENJAMIN, L., | 02327 | 11 |
| | BEHAVIOR AND PRODUCTIVITY IN BI-RACIAL WORK GROUPS, | 02327 | 12 |
| | HUMAN RELATIONS, 1958, 11, 123-41. | 02327 | 13 |
| *SETTING | INDEPENDENT COLLEGE | 02327 | 10 |
| *MATERIALS | BLANK | 02327 | 5 |
| *LEVEL | ALL GRADES | 02327 | 8 |
| *GENERAL | ALL CANDIDATES | 02327 | 7 |
| *HOURS | 1 | 02327 | 6 |
| *EVALUATION | SEE MODULES 2329, 2352 + 2354 | 02327 | 17 |
| *FILE | ETHNICITY INTERPERSONAL INTERACTION BI-RACIAL GROUPS | 02327 | 9 |

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| *OBJECTIVES | TO HAVE STUDENTS VERBALIZE THE RELATIONSHIP BETWEEN ETHNICITY AS A SOCIAL CHARACTERISTIC AND SOCIAL DECISION-MAKING . . | 02328 17<br>02328 18<br>02328 19 |
| *PREREQUISITE | MODULE 2327 | 02328 20 |
| *EXPERIENCE | DISCUSSION: FOCUS ON THE FOLLOWING PROPOSITION: ETHNIC GROUP AFFILIATION IS IMPORTANT IN DETERMING LINES ALONG WHICH SUBGROUPS WILL FORM . WHEN ETHNICITY COINCIDES WITH SOCIAL CLASS DISTINCTIONS, MEMBERS OF ETHNIC GROUP WITH LOW SOCIAL STATUS WILL TEND TO BE EXCLUDED FROM SOCIAL-MAKING PROCESSES . | 02328 11<br>02328 12<br>02328 13<br>02328 14<br>02328 15<br>02328 16 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ COLLEGE | 02328 10 |
| *MATERIALS | BLANK | 02328 5 |
| *LEVEL | ALL GRADES | 02328 9 |
| *GENERAL | ALL CANDIDATES | 02328 7 |
| *HOURS | 1 | 02328 6 |
| *EVALUATION | SEE MODULES 2329, 2352 + 2354 | 02328 21 |
| *FILE | ETHNICITY OF GROUPS SOCIAL CHARACTERISTICS + DECISION MAKING OF GROUPS BLANK | 02328 10<br>02328 |

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| *OBJECTIVES | TO TRACE THE CONSISTENT THEMES THAT HAVE BEEN DEVELOPED WITH A VARIETY OF MATERIALS SINCE MODULE 2313. THIS WILL RELATE INFORMATION CONCERNING THE SECOND CATEGORY OF THE MODEL USED TO ANALYZE DECISIONS--DECISION PARTICIPANTS. | 02329 19<br>02329 20<br>02329 21<br>02329 22<br>02329 23 |
| *PREREQUISITE | MODULES 2313-2328 | |
| *EXPERIENCE | LECTURE: THIS WILL SUMMARIZE AND TIE TOGETHER MATERIAL COVERED IN UNITS 2313-28. THE FOCUS WILL BE ON PROPOSTIONS CONCERNING THE CHARACTERISTICS OF INDIVIDUAL DECISION-MAKERS AND DECISION PROCESSES AT BOTH THE INDIVIDUAL AND SOCIAL LEVELS. AN INTRODUCTION WILL BE GIVEN TO THE NEXT PART OF THE COURSE, WHICH WILL DEAL WITH THE THIRD AND LAST PART OF THE DECISION MODEL--EFFECTS OF ORGANIZATION ON DECISIONS. | 02329 11<br>02329 12<br>02329 13<br>02329 14<br>02329 15<br>02329 16<br>02329 17<br>02329 18 |
| *SETTING | LARGE GROUP COLLEGE | 02329 10 |
| *MATERIALS | BLANK | 02329 5 |
| *LEVEL | ALL GRADES | 02329 8 |
| *GENERAL | ALL CANDIDATES | 02329 7 |
| *HOURS | 1 | 02329 6 |
| *EVALUATION | AN IN-CLASS EXAM WILL BE GIVEN TO TEST FOR UNDERSTANDING CONCERNING THE RELATIONSHIP BETWEEN CHARACTERISTICS OF PARTICIPANTS AND DECISION PROCESSES AND OUTCOMES AT BOTH THE INDIVIDUAL AND SOCIAL LEVELS. | 02329 24<br>02329 25<br>02329 26<br>02329 27 |
| *FILE | ORGANIZATIONAL STRUCTURE DECISION PARTICIPANTS DECISION MAKING PROCESSES | 02329 9<br>02329 |

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| *OBJECTIVES | TO LEARN RESEARCH RESULTS RELATING SIZE OF ORGANIZATION TO DECISION PROCESSES. | 02330 18<br>02330 19<br>02330 20 |
| *PREREQUISITE | NONE | |
| *EXPERIENCE | READING: HARE, A., [A STUDY OF INTERACTION AND CONSENSUS IN DIFFERENT SIZED GROUPS,[ AMERICAN SOCIOLOGICAL REVIEW, 1952, 17, 261-7, BALES, R., AND BORGATTA, E., [SIZE OF GROUP AS A FACTOR IN THE INTERACTION PROFILE,[ IN HARE, BORGATTA, AND BALES, SMALL GROUPS: STUDIES IN SOCIAL INTERACTION, PP. 396-413, AND BALES, R., [IN CONFERENCE,[ HARVARD BUSINESS REVIEW, 1954, 32, 44-50. | 02330 11<br>02330 12<br>02330 13<br>02330 14<br>02330 15<br>02330 16<br>02330 17 |
| *SETTING | INDEPENDENT COLLEGE | 02330 10 |
| *MATERIALS | BLANK | 02330 5 |

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| *LEVEL | ALL GRADES | 02330 8 |
| *GENERAL | ALL CANDIDATES | 02330 7 |
| *HOURS | 2 | 02330 6 |
| *EVALUATION | SEE MODULES 2340, 2352 + 2354 | 02330 21 |
| *FILE | RESEARCH SIZE OF ORGANIZATION DECISION MAKING | 02330 9 |

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| *OBJECTIVES | TO RELATE SMALL GROUP FINDINGS ON SIZE OF GROUP TO GROUP | 02331 18 |
| | PROCESSES TO CLASSROOM PROCEDURES. | 02331 19 |
| *PREREQUISITE | MODULE 2330 | 02331 20 |
| *EXPERIENCE | DISCUSSION: THE DISCUSSION WILL FOCUS ON THE FOLLOWING | 02331 11 |
| | PROPOSITIONS AND RELATE THEM TO CLASSROOM PROCEDURES: AS | 02331 12 |
| | SIZE OF GROUP INCREASES, GROUP CONSENSUS DECREASES, MORE | 02331 13 |
| | MECHANICAL MEANS ARE USED TO OBTAIN INFORMATION, | 02331 14 |
| | INDIVIDUALS BECOME LESS SENSITIVE TO THE OPINIONS OF | 02331 15 |
| | OTHERS, AND THERE ARE FEWER EFFORTS TO REACH UNANIMOUS | 02331 16 |
| | DECISIONS. | 02331 17 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ COLLEGE | 02331 10 |
| *MATERIALS | BLANK | 02331 5 |
| *LEVELS | ALL GRADES | 02331 8 |
| *GENERAL | ALL CANDIDATES | 02331 7 |
| *HOURS | 1 | 02331 6 |
| *EVALUATION | SEE MODUELS 2340, 2352 + 2354 | 02331 21 |
| *FILE | GROUP SIZE GROUP PROCESSES CLASSROOM PROCEDURES | 02331 9 |

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| *OBJECTIVES | TO LEARN RESEARCH FINDINGS ON INTERPERSONAL INTERACTION | 02332 18 |
| | AND DECISION-MAKING IN A POLITICAL BODY--A LEGISLATURE. | 02332 19 |
| *PREREQUISITE | NONE | 02332 20 |
| *EXPERIENCE | READING: FRANCIS, W., [INFLUENCE AND INTERACTION IN A | 02332 11 |
| | STATE LEGISLATIVE BODY,[ THE AMERICAN POLITICAL SCIENCE | 02332 12 |
| | REVIEW, LVI, 2DEC., 1962+, PP. 953-61, PATTERSON, S., | 02332 13 |
| | [PATTERNS OF INTER-PERSONAL RELATIONS IN A LEGISLATIVE | 02332 14 |
| | GROUP,[ PUBLIC OPINION QUARTERLY, VOL. 23, 21959+ PP. 101- | 02332 15 |
| | 19, AND WAHLKE, J., EJLAU, H., BUCHANAN, W., AND | 02332 16 |
| | FERGUSON, L., THE LEGISLATIVE SYSTEM, CHAPTER 10. | 02332 17 |
| *SETTING | INDEPENDENT COLLEGE | 02332 10 |
| *MATERIALS | BLANK | 02332 5 |
| *LEVEL | ALL GRADES | 02332 8 |
| *GENERAL | ALL CANDIDATES | 02332 7 |
| *HOURS | 1 1/2 | 02332 6 |
| *EVALUATION | SEE MODUELS 2340, 2352 + 2354 | 02332 21 |
| *FILE | RESEARCH DECISION MAKING LEGISLATURE | 02332 9 |

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| *OBJECTIVES | TO RELATE SMALL GROUP FINDINGS ON SIZE OF DECISION-MAKING | 02333 21 |
| | GROUP TO A REAL-LIFE DECISION-MAKING INSTITUTION. | 02333 22 |
| *PREREQUISITE | MODULES 2330-2332 | 02333 23 |
| *EXPERIENCE | DISCUSSION: WILL DRAW OUT AND ELABORATE THE FOLLOWING | 02333 11 |
| | PROPOSITIONS: FOR MEMBERS OTHER THAN FORMAL LEADERS THE | 02333 12 |

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| | SIZE OF FRIENDSHIP GROUPS AND INTERACTION CLIQUES TENDS TO BE ABSOLUTELY LIMITED TO FEWER THAN 10 REGARDLESS OF THE SIZE OF THE LEGISLATIVE BODY. VOTING CHOICES TEND TO FOLLOW FRIENDSHIP CHOICES. PERSONS WITH HIGH INFLUENCE, INCLUDING FORMAL LEADERS, TEND TO BE HIGH INTERACTORS. LEGISLATIVE PROCESSES SEEM TO CONFIRM THE PROPOSTIONS IN IN MODULES 2330 + 2331 WITH RESPECT TO INCREASING SIZE OF DECISION-MAKING GROUPS. | 02333 13<br>02333 14<br>02333 15<br>02333 16<br>02333 17<br>02333 18<br>02333 19<br>02333 20 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02333 10 |
| *MATERIALS | BLANK | 02333 5 |
| *LEVEL | ALL GRADES | 02333 8 |
| *GENERAL | ALL CANDIDATES | 02333 7 |
| *HOURS | 1 | 02333 6 |
| *EVALUATION | SEE MODULES 2340, 2352 + 54 | 02333 24 |
| *FILE | CLIQUES GROUP SIZE DECISION MAKING | 02333 9 |

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| *OBJECTIVES | TO LEARN RESEARCH FINDINGS ON STRUCTURE OF COMMUNICATION IN SMALL GROUPS AND THEIR PERFORMANCE. | 02334 18<br>02334 19<br>02334 20 |
| *PREREQUISITE | NONE | 02334 11 |
| *EXPERIENCE | READING: LEAVITT, H., (SOME EFFECTS OF CERTAIN COMMUNICATIONS PATTERNS ON GROUP PERFORMANCE,( JOURNAL OF ABNORMAL SOCIAL PSYCHOLOGY, 46 (1951, 38-50, AND GUETZKOW, H., AND SIMON, H., (THE IMPACT OF CERTAIN COMMUNICATION NETS UPON ORGANIZATION AND PERFORMANCE IN TASK ORIENTED GROUPS,( MANAGEMENT SCIENCE, 1 (1955, 233-50. | 02334 12<br>02334 13<br>02334 14<br>02334 15<br>02334 16<br>02334 17 |
| *SETTING | INDEPENDENT COLLEGE | 02334 10 |
| *MATERIALS | BLANK | 02334 5 |
| *LEVEL | ALL GRADES | 02334 8 |
| *GENERAL | ALL CANDIDATES | 02334 7 |
| *HOURS | 1 1/2 | 02334 6 |
| *EVALUATION | SEE MODULES 2340, 2352 + 2354 | 02334 21 |
| *FILE | COMMUNICATION SMALL GROUPS PROCESSES OF GROUPS | 02334 9 |

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| *OBJECTIVES | TO VERBALIZE FINDINGS CONCERNING EFFECTS OF COMMUNICATION STRUCTURE ON GROUP PERFORMANCE AND SATISFACTION. | 02335 17<br>02335 18<br>02335 19 |
| *PREREQUISITE | MODULE 2334 | 02335 11 |
| *EXPERIENCE | DISCUSSION: THIS WILL ELABORATE THE FOLLOWING PROPOSITION: THE STRUCTURE OF A COMMUNICATION NET IS RELATED TO DIFFERENCES IN ACCURACY, TOTAL ACTIVITY, LEADER EMERGENCE AND SATISFACTION. REGARDLESS OF THE COMMUNICATION NET, WHEN GROUPS ESTABLISH A HIERARCHY THEY ARE ABLE TO DO BETTER IN A TASK. | 02335 12<br>02335 13<br>02335 14<br>02335 15<br>02335 16 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02335 10 |
| *MATERIALS | BLANK | 02335 5 |
| *LEVEL | ALL GRADES | 02335 8 |
| *GENERAL | ALL CANDIDATES | 02335 7 |
| *HOURS | 1 | 02335 6 |
| *EVALUATION | SEE MODULES 2340, 2352 + 2354 | 02335 20 |
| *FILE | COMMUNICATION NETWORKS HIERARCHY GROUP PERFORMANCE + SATISFACTION | 02335 9<br>02335 |

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| *OBJECTIVES | TO LEARN RESEARCH FINDINGS CONCERNING EFFECTS OF DIFFERENT DECISION PROCESSES ON INDIVIDUAL BEHAVIOR. | 02336 20<br>02336 21<br>02336 22 |
| *PREREQUISITE | NONE | 02336 11 |
| *EXPERIENCE | READING: WILLERMAN, B., (THE RELATION OF MOTIVATION AND SKILL TO ACTIVE AND PASSIVE PARTICIPATION IN A GROUP,( JOURNAL OF APPLIED PSYCHOLOGY, 37 (1953, 387-90, LEVINE, | 02336 12<br>02336 13 |

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| | J., AND BUTLER, J., [LECTURE VS. GROUP DECISION IN | 02336 | 14 |
| | CHANGING BEHAVIOR,[ JOURNAL OF APPLIED PSYCHOLOGY 36 | 02336 | 15 |
| | ≥1952↑, 29-33, AND BENNETT, E., [THE RELATIONSHIP OF GROUP | 02336 | 16 |
| | DISCUSSION, DECISION, COMMITMENT AND CONSENSUS TO | 02336 | 17 |
| | INDIVIDUAL ACTION, ABSTRACTED IN THE AMERICAN | 02336 | 18 |
| | PSYCHOLOGIST, 7, ≥1952↑, P. 315. | 02336 | 19 |
| *SETTING | INDEPENDENT COLLEGE | 02336 | 10 |
| *MATERIALS | BLANK | 02336 | 5 |
| *LEVEL | ALL GRADES | 02336 | 8 |
| *GENERAL | ALL CANDIDATES | 02336 | 7 |
| *HOURS | 1 | 02336 | 6 |
| *EVALUATION | SEE MODULES 2340, 2352 + 2354 | 02336 | 23 |
| *FILE | DECISION MAKING INDIVDJAL BEHAVIOR | 02336 | 9 |

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| *OBJECTIVES | TO VERBALIZE AND EXAMINE SMALL GROUP RESEARCH CONCERNING | 02337 | 17 |
| | PARTICIPATION IN DECISION-MAKING AND ATTITUDINAL AND | 02337 | 18 |
| | BEHAVIORAL CHANGES. | 02337 | 19 |
| *PREREQUISITE | MODULE 2336 | 02337 | 20 |
| *EXPERIENCE | DISCUSSION: WILL FOCUS ON THE FOLLOWING PROPOSTIONS: | 02337 | 11 |
| | PARTICIPATION IN MAKING A DECISION SEEMS MORE LIKELY TO | 02337 | 12 |
| | LEAD TO ATTITUDINAL AND BEHAVIORAL CHANGES THAN WHEN | 02337 | 13 |
| | INFORMATION IS PRESENTED VIA LECTURES ESPECIALLY WHEN THE | 02337 | 14 |
| | INDIVIDUAL PERCEIVES THAT UNANIMITY AMONG OTHER GROUP | 02337 | 15 |
| | MEMBERS. | 02337 | 16 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 02337 | 10 |
| *MATERIALS | BLANK | 02337 | 5 |
| *LEVEL | ALL GRADES | 02337 | 8 |
| *GENERAL | ALL CANDIDATES | 02337 | 7 |
| *HOURS | 1 | 02337 | 6 |
| *EVALUATION | SEE MODULES 2340, 2352 + 2354 | 02337 | 21 |
| *FILE | DECISION MAKING SMALL GROUP BEHAVIOR ATTITUDINAL + | 02337 | 9 |
| | BEHAVIORAL CHANGE | 02337 | |

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| *OBJECTIVES | TO LEARN RESEARCH ON GROUP STRUCTURE AND LEADERSHIP | 02338 | 19 |
| | PATTERNS IN TASK ORIENTED GROUPS AND THE IMPLICATIONS OF | 02338 | 20 |
| | THESE FINDINGS FOR TEACHING. | 02338 | 21 |
| *PREREQUISITE | NONE | 02338 | 22 |
| *EXPERIENCE | READING: LIPPITT, R., AND WHITE, R., [AN EXPERIMENTAL | 02338 | 11 |
| | STUDY OF LEADERSHIP AND GROUP LIFE,[ IN SWANSON, NEWCOMB | 02338 | 12 |
| | AND HARTLEY, EDS., READINGS IN SOCIAL PSYCHOLOGY, 1952, | 02338 | 13 |
| | PP. 340-55, AND MCKEACHIE, W., [STUDENT CENTERED VERSUS | 02338 | 14 |
| | INSTRUCTOR CENTERED INSTRUCTION,[ JOURNAL OF EDUCATIONAL | 02338 | 15 |
| | PSYCHOLOGY 45, ≥1954↑ 143-50, AND MCKEACHIE, W., | 02338 | 16 |
| | [STUDENTS, GROUPS, AND TEACHING METHODS,[ AMERICAN | 02338 | 17 |
| | PSYCHOLOGIST, 13 ≥1958↑ 580-84. | 02338 | 18 |
| *SETTING | INDEPENDENT COLLEGE | 02338 | 10 |
| *MATERIALS | BLANK | 02338 | 5 |
| *LEVEL | ALL GRADES | 02338 | 8 |
| *GENERAL | ALL CANDIDATES | 02338 | 7 |
| *HOURS | 1 | 02338 | 6 |
| *EVALUATION | SEE MODULES 2340, 2352 + 2354 | 02338 | 23 |
| *FILE | RESEARCH GROUP STRUCTURE LEADERSHIP PATTERN TASK GROUPS | 02338 | 9 |

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| *OBJECTIVES | TO HAVE STUDENTS RELATE SMALL GROUP FINDINGS TO CLASSROOM | 02339 | 20 |
| | TECHNIQUES. | 02339 | 21 |
| *PREREQUISITE | MODULE 2338 | 02339 | 22 |
| *EXPERIENCE | DISCUSSION: WILL FOCUS ON THE FOLLOWING SETS OF | 02339 | 11 |
| | PROPOSITIONS: THE NATURE OF INTERPERSONAL INTERACTION IN | 02339 | 12 |

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| | A GROUP IS DEPENDENT UPON THE AUTHORITY STRUCTURE OF THE | 02339 | 13 |
| | GROUP, AUTHORITARIN GROUPS PRODUCE MORE WORK BUT | 02339 | 14 |
| | DEMOCRATIC GROUPS PRODUCE WORK OF HIGHER QUALITY, TEACHER | 02339 | 15 |
| | CENTERED AND LARGE LECTURE CLASSES TEND TO PRODUCE | 02339 | 16 |
| | HOSTILITY, APATHY, WITHDRAWAL MORE THAN STUDENT-CENTERED | 02339 | 17 |
| | CLASSES AND SMALL DISCUSSION GROUPS, STUDENTS PREFER | 02339 | 18 |
| | LECTURES WHEN PREPARING FOR EXAMINATIONS. | 02339 | 19 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02339 | 10 |
| *MATERIALS | BLANK | 02339 | 5 |
| *LEVEL | ALL GRADES | 02339 | 8 |
| *GENERAL | ALL CANDIDATES | 02339 | 7 |
| *HOURS | 1 | 02339 | 6 |
| *EVALUATION | SEE MODULES 2340, 2352 + 2354 | 02339 | 23 |
| *FILE | AUTHORITY STRUCTURE SMALL GROUPS AUTHORITARIAN VS | 02339 | 9 |
| | DEMOCRATIC GROUPS. | 02339 | |

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| *OBJECTIVES | TO PROVIDE A SUMMARY OF THE PROPOSTIIONS ADVANCED | 02340 | 17 |
| | CONCERNING ORGANIZATION AND GROUP DECISION PROCESSES AND | 02340 | 18 |
| | INDIVIDUAL BEHAVIOR. | 02340 | 19 |
| *PREREQUISITE | MODULES 2330 - 2339 | 02340 | 20 |
| *EXPERIENCE | LECTURE: THIS LECTURE WILL SUMMARIZE THE SECTION OF THE | 02340 | 11 |
| | COURSE JUST COMPLETED DEALING WITH THE RELATIONSHIP | 02340 | 12 |
| | BETWEEN CHARACTERISTICS OF THE ORGANIZATION ON DECISION | 02340 | 13 |
| | PROCESSES AND SUBSEQUENT INDIVIDUAL BEHAVIOR. MATERIAL | 02340 | 14 |
| | COVERED WILL BE FROM MODULES 26-35. QUESTIONS CONCERNING | 02340 | 15 |
| | THIS MATERIAL WILL ALSO BE ANSWERED. | 02340 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 02340 | 10 |
| *MATERIALS | BLANK | 02340 | 5 |
| *LEVEL | ALL GRADES | 02340 | 8 |
| *GENERAL | ALL CANDIDATES | 02340 | 7 |
| *HOURS | 1 | 02340 | 6 |
| *EVALUATION | AN IN-CLASS EXAMINATION WILL BE GIVEN TO EVALUATE STUDENT | 02340 | 21 |
| | LEARNING CONCERNING THE RELATIONSHIP OF GROUP ORGANIZATION | 02340 | 22 |
| | AND CHARACTERISTICS TO GROUP DECISION PROCESSES AND | 02340 | 23 |
| | OUTCOMES. | 02340 | 24 |
| *FILE | ORGANIZATIONAL STRUCTURE DECISION MAKING MEMBER BEHAVIOR | 02340 | 9 |

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| *OBJECTIVES | TO LEARN RESEARCH FINDINGS ON BARGAINING AS A DECISION | 02341 | 17 |
| | PROCESS. | 02341 | 18 |
| *PREREQUISITE | NONE | 02341 | 19 |
| *EXPERIENCE | READING: SCHELLING, T., [AN ESSAY ON BARGAINING,[ IN | 02341 | 11 |
| | POLSBY, DENTLER, AND SMITH, POLITICS AND SOCIAL LIFE, | 02341 | 12 |
| | PP, 416-433, AND DEJISCH, M., EPSTEIN, Y., CANAVAN, D., | 02341 | 13 |
| | AND GUMPERT, P., [STRATEGIES OF INDUCING COOPERATION: AN | 02341 | 14 |
| | EXPERIMENTAL STUDY,[ JOURNAL OF CONFLICT RESOLUTION XI | 02341 | 15 |
| | 21967, SEPT, PP. 345-361. | 02341 | 16 |
| *SETTING | INDEPENDENT | 02341 | 10 |
| *MATERIALS | BLANK | 02341 | 5 |
| *LEVEL | ALL GRADES | 02341 | 8 |
| *GENERAL | ALL CANDIDATES | 02341 | 7 |
| *HOURS | 2 | 02341 | 6 |
| *EVALUATION | SEE MODUELS 2352 + 2354 | 02341 | 20 |
| *FILE | RESEARCH BARGAINING DECISION MAKING | 02341 | 9 |

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| *OBJECTIVES | TO INDICATE THE COMPLEXITY OF DECISION-MAKING AND | 02342 | 17 |
| | IMPLEMENTING DECISIONS IN A MULTI-PERSON GAME OR WORLD. | 02342 | 18 |
| *PREREQUISITE | MODULE 2341 | 02342 | 19 |
| *EXPERIENCE | DISCUSSION: THE DISCUSSION WILL FOCUS ON THE FOLLOWING | 02342 | 11 |

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| | PROPOSITIONS: DIFFERENT STRATEGIES OF BARGAINING WILL BE | 02342 | 12 |
| | EFFECTIVE IN DIFFERENT SITUATIONS AND THAT MANY VARIABLES | 02342 | 13 |
| | ARE IMPORTANT IN THE SUCCESS OF ANY BARGAINING | 02342 | 14 |
| | SITUATION: SECRECY VS. PUBLICITY, CREDIBILITY OF THREAT, | 02342 | 15 |
| | SCOPE OF AGENDA, ETC. | 02342 | 16 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02342 | 10 |
| *MATERIALS | BLANK | 02342 | 5 |
| *LEVEL | ALL GRADES | 02342 | 8 |
| *GENERAL | ALL CANDIDATES | 02342 | 7 |
| *HOURS | 2 | 02342 | 6 |
| *EVALUATION | SEE MODULES 2352 + 2354 | 02342 | 20 |
| *FILE | BARGAINING STRATEGIES ELEMENTS OF GROUP | 02342 | 9 |

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| *OBJECTIVES | TO LEARN A CONCEPTUAL MODEL OF ANALYSIS TO BE USED IN A | 02343 | 14 |
| | LATER EXPERIMENT. | 02343 | 15 |
| *PREREQUISITE | NONE | 02343 | 16 |
| *EXPERIENCE | READING: LASSWELL, H., [THE DECISION PROCESS: SEVEN | 02343 | 11 |
| | CATEGORIES OF FUNCTIONAL ANALYSIS,[ IN POLSBY, DENTEER AND | 02343 | 12 |
| | SMITH, EDS., POLITICS AND SOCIAL LIFE, 93-106. | 02343 | 13 |
| *SETTING | INDEPENDENT COLLEGE | 02343 | 10 |
| *MATERIALS | BLANK | 02343 | 5 |
| *LEVEL | ALL GRADES | 02343 | 8 |
| *GENERAL | ALL CANDIDATES | 02343 | 7 |
| *HOURS | 1 | 02343 | 6 |
| *EVALUATION | SEE MODULES 2352 + 2354 | 02343 | 17 |
| *FILE | DECISION MAKING MODEL LASSWELL MODEL CONCEPTUAL ANALYSIS | 02343 | 9 |

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| *OBJECTIVES | TO PREPARE STUDENTS FOR A LABORATORY EXERCISE AND RESEARCH | 02344 | 17 |
| | PROJECT. | 02344 | 18 |
| *PREREQUISITE | MODULES 2305-2343 | 02344 | 19 |
| *EXPERIENCE | DISCUSSION: THE INSTRUCTOR WILL GIVE A VERBAL | 02344 | 11 |
| | INTRODUCTION TO THE INTER-NATION SIMULATION TO BE STARTED | 02344 | 12 |
| | IN MODULE 2345 AS A CLASS EXERCISE AND THEN LEAD A | 02344 | 13 |
| | DISCUSSION OF LASSWELLSS DECISION CATEGORIES THAT COULD | 02344 | 14 |
| | BE USED TO INVESTIGATE PROPOSITIONS IN THE PREVIOUS | 02344 | 15 |
| | MODULES. | 02344 | 16 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02344 | 10 |
| *MATERIALS | BLANK | 02344 | 5 |
| *LEVEL | ALL GRADES | 02344 | 8 |
| *GENERAL | ALL CANDIDATES | 02344 | 7 |
| *HOURS | 2 | 02344 | 6 |
| *EVALUATION | SEE MODULES 2352 + 2354 | 02344 | 20 |
| *FILE | SIMULATION RESEARCH PROJECT MODEL FOR EXPERIMENT | 02344 | 9 |

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| *OBJECTIVES | TO INTRODUCE A DECISION-MAKING EXPERIMENT. | 02345 | 21 |
| *PREREQUISITE | MODULES 2305-2344 | 02345 | 22 |
| *EXPERIENCE | LECTURE-DISCUSSION: A DETAILED INTRODUCTION TO INTER- | 02345 | 11 |
| | NATION SIMULATION WILL BE GIVEN AND STUDENTS WILL BE | 02345 | 12 |
| | INSTRUCTED THAT THEY WILL BE COLLECTING DATA ON THEIR | 02345 | 13 |
| | SIMULATION EXPERIMENT IN ORDER TO TEST HYPOTHESES | 02345 | 14 |
| | CONFRONTED IN EARLIER MODULES. SUGGESTED HYPOTHESES | 02345 | 15 |
| | COULD COME FROM CRISIS DECISION-MAKING, BARGAINING, OR | 02345 | 16 |
| | COMMUNICATION NETS WITHIN EACH DECISION-MAKING NATION. | 02345 | 17 |
| | STUDENTS WILL BE DIVIDED INTO RESEARCH TEAMS TO SELECT | 02345 | 18 |
| | A SPECIFIC SET OF HYPOTHESES TO TEST AND WILL BEGIN | 02345 | 19 |
| | DEVISING INSTRUMENTS FOR COLLECTING DATA. | 02345 | 20 |
| *SETTING | LARGE GROUP COLLEGE | 02345 | 10 |
| *MATERIALS | BLANK | 02345 | 5 |

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| *LEVEL | ALL GRADES | 02345 8 |
| *GENERAL | ALL CANDIDATES | 02345 7 |
| *HOURS | 1 | 02345 6 |
| *EVALUATION | SEE MODULE 2352 | 02345 23 |
| *FILE | DECISION MAKING EXPERIMENT SIMULATION | 02345 9 |

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| *OBJECTIVES | TO DESIGN AN EXPERIMENT TO TEST DECISION-MAKING HYPOTHESES. | 02346 14<br>02346 15<br>02346 16 |
| *PREREQUISITE | MODULES 2305-2345 | 02346 11 |
| *EXPERIENCE | DISCUSSION: SPECIFIC HYPOTHESES WILL BE SELECTED BY SUB-GROUPS IN THE CLASS AND INSTRUMENTS WILL BE DEVISED FOR COLLECTING DATA DURING THE INTER-NATION SIMULATION RUN. | 02346 12<br>02346 13 |
| *SETTING | SMALL GROUP 21-12STUDENTS. COLLEGE | 02346 10 |
| *MATERIALS | BLANK | 02346 5 |
| *LEVEL | ALL GRADES | 02346 8 |
| *GENERAL | ALL CANDIDATES | 02346 7 |
| *HOURS | 6 | 02346 6 |
| *EVALUATION | SEE MODULE 2352 | 02346 17 |
| *FILE | SIMULATION RESEARCH DESIGN | 02346 9 |

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| *EXPERIENCE | LECTURE-DISCUSSION: THE LECTURER WILL DISCUSS PROBLEMS OF RESEARCH DESIGN RELEVANT TO LABORATORY RESEARCH INCLUDING INSTRUMENT CONSTRUCTION, RELIABILITY, VALIDITY, SAMPLING, AND CONTROL. | 02347 11<br>02347 12<br>02347 13<br>02347 14 |
| *OBJECTIVES | TO ACQUAINT STUDENTS WITH RESEARCH CONCEPTS AND PROCEDURES NECESSARY FOR THEIR LABORATORY EXERCISE. | 02347 15<br>02347 16<br>02347 17 |
| *PREREQUISITE | NONE | 02347 10 |
| *SETTING | SMALL GROUP 21-12 STUDENTS. COLLEGE | 02347 5 |
| *MATERIALS | BLANK | 02347 8 |
| *LEVEL | ALL GRADES | 02347 7 |
| *GENERAL | ALL CANDIDATES | 02347 6 |
| *HOURS | 3 | 02347 18 |
| *EVALUATION | SEE MODULES 2352 + 2354 | 02347 9 |
| *FILE | RESEARCH CONCEPTS + PROCEDURES | |

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| *OBJECTIVES | TO PUT STUDENTS IN A SIMULATED DECISION-MAKING SITUATION IN ORDER TO SUGGEST NEW PROPOSITIONS CONCERNING DECISION-MAKING AND TEST SELECTED PROPOSITIONS. | 02348 16<br>02348 17<br>02348 18<br>02348 19 |
| *PREREQUISITE | MODULES 2305-2347 | 02348 11 |
| *EXPERIENCE | SIMULATION EXERCISE: STUDENTS WILL BE ORIENTED TO, RUN TRIAL SESSIONS, AND CONDUCT A TEN SESSION INTER-NATION SIMULATION RUN. THE SIMULATION WILL BE MODIFIED TO PROVIDE EXPERIENCES THAT WILL TEST SELECTED HYPOTHESES AND INSTRUMENTS WILL BE USED TO COLLECT NECESSARY DATA. | 02348 12<br>02348 13<br>02348 14<br>02348 15 |
| *SETTING | OTHER ≥SPECIFY, SIMULATION GROUPS COLLEGE | 02348 10 |
| *MATERIALS | BLANK | 02348 5 |
| *LEVEL | ALL GRADES | 02348 8 |
| *GENERAL | ALL CANDIDATES | 02348 7 |
| *HOURS | 25 | 02348 6 |
| *EVALUATION | SEE MODULES 2352 + 2354 | 02348 20 |
| *FILE | SIMULATION EXPERIENCES DECSION MAKING TESTING PROPOSITIONS | 02348 9<br>02348 |


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| *OBJECTIVES | TO PUT STUDENTS IN A SIMULATED DECISION-MAKING SITUATION IN ORDER TO SUGGEST NEW PROPOSITIONS CONCERNING DECISION-MAKING AND TEST SELECTED PROPOSITIONS. | 02348 16<br>02348 17<br>02348 18<br>02348 19 |
| *PREREQUISITE | MODULES 2305-2347 | |

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| *EXPERIENCE | SIMULATION EXERCISE: STUDENTS WILL BE ORIENTED TO, RUN TRIAL SESSIONS, AND CONDUCT A TEN SESSION INTER-NATION SIMULATION RUN. THE SIMULATION WILL BE MODIFIED TO PROVIDE EXPERIENCES THAT WILL TEST SELECTED HYPOTHESES AND INSTRUMENTS WILL BE USED TO COLLECT NECESSARY DATA. | 02348 11<br>02348 12<br>02348 13<br>02348 14<br>02348 15 |
| *SETTING | OTHER >SPECIFY, SIMULATION GROUPS COLLEGE | 02348 10 |
| *MATERIALS | BLANK | 02348 5 |
| *LEVEL | ALL GRADES | 02348 8 |
| *GENERAL | ALL CANDIDATES | 02348 7 |
| *HOURS | 25 | 02348 6 |
| *EVALUATION | SEE MODULES 2352 + 2354 | 02348 20 |
| *FILE | SIMULATION EXPERIENCES DECSION MAKING TESTING PROPOSITIONS | 02348 9<br>02348 |

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| *OBJECTIVES | TO IDENTIFY PROPOSTIONS CONCERNING DECISION-MAKING SUGGESTED BY THE INTER-NATION SIMULATION RUN. | 02349 14<br>02349 15 |
| *PREREQUISITE | MODULES 2305-2348 | 02349 16 |
| *EXPERIENCE | DISCUSSION: STUDENTS WILL TRACE A SELECTED SET OF KEY DECISIONS THAT OCCURRED IN THE INTER-NATION SIMULATION TO SEE IF ANY NEW PROPOSTIONS ARE SUGGESTED BY THE DATA. | 02349 11<br>02349 12<br>02349 13 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02349 10 |
| *MATERIALS | BLANK | 02349 5 |
| *LEVEL | ALL GRADES | 02349 8 |
| *GENERAL | ALL CANDIDATES | 02349 7 |
| *HOURS | 4 | 02349 6 |
| *EVALUATION | SEE MODULE 2352 + 2354 | 02349 17 |
| *FILE | INTER-NATION SIMULATION DECISION MAKING ANALYSIS | 02349 9 |

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| *OBJECTIVES | TO PROVIDE FINAL INSTRUCTIONS FOR THE LABORATORY EXPERIMENT IN DECISION-MAKING. | 02350 16<br>02350 17 |
| *PREREQUISITE | MODULES 2305-2349 | 02350 18 |
| *EXPERIENCE | LECTURE: INSTRUCTIONS WILL BE GIVEN CONCERNING THE ANALYSIS OF DATA COLLECTED DURING THE INTER-NATION SIMULATION--CODING OF DATA ANALYSIS AND INTERPRETATION OF RESUSLTS. AN INTRODUCTION TO THE USE OF A SIMPLE TEST OF SIGNIFICANCE, CHI-SQUARE, WILL BE INCLUDED. | 02350 11<br>02350 12<br>02350 13<br>02350 14<br>02350 15 |
| *SETTING | LARGE GROUP COLLEGE | 02350 10 |
| *MATERIALS | BLANK | 02350 5 |
| *LEVEL | ALL GRADES | 02350 8 |
| *GENERAL | ALL CANDIDATES | 02350 7 |
| *HOURS | 3 | 02350 6 |
| *EVALUATION | SEE MODULE 2352 | 02350 19 |
| *FILE | SIMULATION ANALYSIS OF DATA STATISTICAL CONCEPTS | 02350 9 |

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| *OBJECTIVES | TO PROVIDE SPECIFIC GUIDELINES FOR COMPLETING THE ANALYSIS AND PREPARING THE RESEARCH REPORT ON THE DECISION-MAKING EXPERIMENT. | 02351 14<br>02351 15<br>02351 16 |
| *PREREQUISITE | MODULES 2305-2349 | 02351 17 |
| *EXPERIENCE | READING: KERLINGER, FOUNDATIONS OF BEHAVIORAL RESEARCH, CHAPTERS 34, 35, AND SELLTIZ, JAHODA, DEUTSCH, AND COOK, RESEARCH METHODS IN SOCIAL RELATIONS, CHAPTER 12. | 02351 11<br>02351 12<br>02351 13 |
| *SETTING | INDEPENDENT COLLEGE | 02351 10 |
| *MATERIALS | BLANK | 02351 5 |
| *LEVEL | ALL GRADES | 02351 8 |
| *GENERAL | ALL CANDIDATES | 02351 7 |
| *HOURS | 2 | 02351 6 |
| *EVALUATION | SAME AS MODULE 2352 | 02351 18 |
| *FILE | ANALYSIS OF DATA RESEARCH METHODS DECISION MAKING | 02351 9 |

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*OBJECTIVES    TO HAVE STUDENTS PERFORM AN ANALYSIS OF DATA TESTING      02352 16
               SIGNIFICANT HYPOTHESES CONCERNING DECISION-MAKING AND     02352 17
               WRITE A RESEARCH REPORT ON THEIR INVESTIGATION.           02352 18
*PREREQUISITE MODULES 2305-2351                                         02352 19
*EXPERIENCE    WRITTEN ASSIGNMENT: STUDENTS WILL PREPARE A TEN PAGE      02352 11
               RESEARCH REPORT ON THE LABORATORY EXERCISE TESTING        02352 12
               SELECTED PROPOSTIONS CONCERNING SOCIAL DECISION-MAKING.   02352 13
               THE FORM OF THE REPORT SHOULD FOLLOW THAT OUTLINED IN THE 02352 14
               READING IN MODULE 2351.                                   02352 15
*SETTING       INDEPENDENT  COLLEGE                                      02352 10
*MATERIALS     BLANK                                                     02352  5
*LEVEL         ALL GRADES                                                02352  8
*GENERAL       ALL CANDIDATES                                            02352  7
*HOURS         7                                                         02352  6
*EVALUATION    STUDENTS WILL PREPARE A RESEARCH REPORT WHERE THEY WILL    02352 20
               CORRECTLY ANALYZE DATA + PROVE OR REJECT HYPOTHESIS ON     02352 21
               DECISION MAKING.                                          02352 22
*FILE          EVALUATION  TESTING HYPOTHESES  DECISION MAKING           02352  9
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*OBJECTIVES    TO TIE MUCH OF THE MATERIAL TOGETHER AS A FINAL WRAP-UP.  02353 14
*PREREQUISITE MODULES 2305-2352                                         02353 15
*EXPERIENCE    LECTURE-DISCUSSION: THE LECTURER WILL OUTLINE THE BASIC   02353 11
               THEMES DEVELOPED IN THE PREVIOUS MODULES AND ANSWER ANY   02353 12
               REMAINING QUESTIONS CONCERNING THE MATERIAL.              02353 13
*SETTING       SMALL GROUP 21-12 STUDENTS+  COLLEGE                      02353 10
*MATERIALS     BLANK                                                     02353  5
*LEVEL         ALL GRADES                                                02353  8
*GENERAL       ALL CANDIDATES                                            02353  7
*HOURS         2                                                         02353  6
*EVALUATION    MODULE 2354                                               02353 16
*FILE          SYNTHESIS OF MATERIAL  DECISION MAKING                    02353  9
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*OBJECTIVES    TO EVALUATE HOW WELL THE STUDENTS GRASPED THE PROPOSTIONS  02354 25
               PRESENTED IN THE PREVIOUS MODULES.                        02354 26
*PREREQUISITE MODULES 2305-2353                                         02354 27
*EXPERIENCE    WRITTEN ASSIGNMENT: STUDENTS WILL BE GIVEN A TAKE HOME    02354 11
               EXAMINATION AND WILL BE ALLOWED TO USE ANY NOTES THEY HAVE02354 12
               TAKEN DURING THE COURSE BUT NO BOOKS.  THEY WILL BE       02354 13
               REQUIRED TO ANSWER THE FOLLOWING QUESTION OR A VARIATION  02354 14
               THEREOF IN NOT MORE THAN TEN TYPEWRITTEN PAGES.  DEVELOP  02354 15
               A MODEL OF DECISION-MAKING THAT MAY BE APPLIED TO THE     02354 16
               ANALYSIS OF ANY CONTEMPORARY DECISION MADE BY EITHER THE  02354 17
               EXECUTIVE OR LEGISLATIVE BRANCH OF THE NATIONAL           02354 18
               GOVERNMENT.  THE MODEL SHOULD CONSIST OF A SET OF SPECIFIC02354 19
               PREDICTIONS CONCERNING THE DECISION PROCESSES AND OUTCOME-02354 20
               YOUR ANALYSIS OF THE DECISION WILL BE TO DETERMINE THE    02354 21
               PREDICTABILITY OF DECISION-MAKING ADVANCED BY YOUR MODEL. 02354 22
               SUGGEST WHY YOUR MODEL WAS OR WAS NOT USEFUL IN ANALYZING 02354 23
               THE DECISION YOU SELECTED.                                02354 24
*SETTING       INDEPENDENT  COLLEGE                                      02354 10
*MATERIALS     BLANK                                                     02354  5
*LEVEL         ALL GRADES                                                02354  8
*GENERAL       ALL CANDIDATES                                            02354  7
*HOURS         8                                                         02354  6
*EVALUATION    DEVELOP A MODEL OF DECISION MAKING IN 10 PGS OR LESS WHICH02354 28
               INCLUDES 8 PREDICTIONS ABOUT DECISIONS + OUTCOMES.  THE   02354 29
               USEFULNESS OF THE MODEL IN ANALYZING DECISON MAKING WILL  02354 30
               BE DETERMINED BY THE INSTRUCTOR.                          02354 31
*FILE          EVALUATION  DECISION MAKING.                              02354  9
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## ELEMENTARY SCIENCE

Teaching science in the elementary school is a relatively recent educational innovation. Certainly, many classroom teachers have taught children the rudiments of scientific endeavor and provided countless insights into the technological applications of science, but the development of formal curriculum efforts has been quite recent. The impact of the several large-scale national curriculum efforts is just now reaching the nation's schools. To prepare teachers for effective instructional roles in these emergent programs is one of the primary purposes of the two experiences in science in the Scholarly Modes of Knowledge area.

The foundation established in general-liberal education undergirds this portion and leads the general classroom teacher directly into his pre-professional experiences and certain clinical activities. Placement in the second year of the program is parallel with the work in the professional areas with a one term offset. Thus, after only one term of work the student begins to apply new science material to the classroom setting. While the separate sections or modules are ordered in the program, considerable latitude is possible within units or sections.

The content of a science course can be arranged around a variety of themes; for example 'principles and laws" "the disciplines"; "areas such as physical, biological and geological science," or "processes of science". The selection of topics for inclusion depends in part on the organizational pattern selected and for this reason a rather unique procedure was developed for this program. The two major curriculum projects, The Science Curriculum Improvement Study[1] and the AAAS Science--A Process Approach[2] have each produced materials for teacher education. Both guides include specific science

[1]Jacabson, Willard and Allan Kondo, SCIS Elementary Science Source Book, Science Curriculum Improvement Study, 1968, Berkeley, California, 137 p.

[2]Science--A Process Approach, Commentary for Teachers, Third Experimental Edition, The American Association for the Advancement of Science, 1968. Washington, D. C., 281 p.

# GENERAL OUTLINE OF ELEMENTARY SCIENCE

## SCHOLARLY MODES OF KNOWLEDGE

I. Properties of Matter
- A. Size
  - 1. Measurements
    - a) length
    - b) volume
    - c) area
  - 2. Estimation
    - a) quantity
    - b) number
  - 3. Error
  - 4. Reporting measurements
- B. Shape
  - 1. Symmetry
  - 2. 2 dimensional configuration
  - 3. 2 dimensional presentation of 3 dimensional system
- C. Color
- D. Density
- E. Texture
- F. Hardness
- G. Viscosity
- H. Solubility
- I. Conductivity
- J. Elasticity

II. Classification
- A. Diversity
- B. One Stage Classification
  - 1. Ordering
  - 2. Distributions
- C. Two-stage Classification
- D. Morphology of living things
- E. Taxonomy
- F. Periodity
- G. Recording Classifications

Changes in Properties

A. Physical
   1. Temperature
   2. State
   3. Structure
   4. Position
   5. Motion
   6. Diffusion
   7. Concentration

B. Chemical
   1. Composition
   2. Synthesis
   3. Growth
   4. Conservation of Matter

C. Time

D. Describing Properties
   1. Graphic information
   2. Tabular arrays
   3. Coding systems

Interactions

A. Kinetic Molecular Theory
B. Fields
   1. Waves
      a) Sound
      b) Light
   2. Forces
      a) velocity
      b) acceleration
   3. Magnetic, electrical, gravitational

C. Chemical Reactions

D. Equilibriums

E. Life Cycles
   1. Reproduction
   2. Inheritance
   3. Evolution

F. Ecology
   1. Food Chains
      a) Photosynthesis
      b) Metabolism
   2. Cycles
      a) carbon
      b) nitrogen
      c) mineral
   3. Homeostasis

G. Communicating Interactions
   1. Verbal systems
   2. Mathematical devices
   3. Graphic & pictorial media

Energy Relations

A. Conversions
B. Transfer
C. Transmission
D. Equilibrium
   1. Cyclic
   2. Non-cyclic
E. Consumer Conservation
   1. Kinetic
   2. Potential
   3. Total - Relation to Matter
F. Models and Theories
   1. Mechanical
   2. Mathematical
   3. Verbal

The first stages of the sequence emphasize the recognition of objects andliving things by their characteristics or properties. At this time processes such as measuring, observing,

estimating, and sorting are most likely to be developed as actual objects and living things are dealt with in the learning episodes. Following this a series of experiences focuses on the changes which may occur in the properties of an object or living thing. Again, much time is devoted to observing and communicating, but now inferring and predicting change begin to appear along with the fundamental idea of causation.

The next major area is Interactions where the student studies a system and its component sub-systems as multiple elements within the system interact. Concepts such as Field and Equilibrium begin to have meaning as interactions are observed or inferred from evidence at hand. The formulation of hypothesis and need to make operational definitions also become apparent to the student as certain of the topics, such as chemical reactions, are introduced. Previously generated explanations, models and theories are also introduced at this point to account for phenomena such as the behavior of gases, or chemical bonding.

The final section deals with energy relations in the interactions already discussed. The driving force behind the changes is an ideal subject for the development of skills in interpreting data, experimenting and model building.

The importance of the "processes" or special skills associated with an operational group of science is apparent. The classroom teacher should be capable of exhibiting the behaviors expected of the child as he attains a functional knowledge of science in the elementary school. Therefore, emphasis is placed throughout both science experiences on the selection of modules which systematically allow the development of the selected skills by the pre-service teacher. The following process skills are particularly considered in the program.

1. Measuring
2. Estimating
3. Defining operationally
4. Observing
5. Ordering

6. Classifying
7. Communicating
8. Predicting
9. Inferring
10. Formulating hypothesis
11. Controlling Variables
12. Interpreting Data
13. Experimenting
14. Model Building

This two-way determination of the experiences has been followed throughout the preparation of modules and is reflected in the example modules which follow this introduction.

A balance has hopefully been maintained among the illustrations which again reflect the distribution of experiences in the elementary school. Aspects of biological science and physical science are included along with areas from geology, astronomy, meteorology, and so on, since the general classroom teacher is faced with the gamut of phenomena in the experience of his pupils. Certain modules may serve behavioral objectives related only to a single process or segment of content, however most experiences are designed to dually develop a process skill and a cognitive element.

The flexibility inherent in the module concept has permitted one other innovation to be employed in the science plans. As the components are further developed for implementation, it is suggested that each set of basic modules be supplemented by a series of optional modules. The student would be required to complete basic modules emphasizing the major cognitive ideas and covering all the introductory sequences in the process areas. A fixed number of optional experiences could also be required, but these would be selected by the individual student to suit his particular interests and needs. The necessary practice in process skills and the exercise of the integrated process thus would come in an area best suited to the motivation of the individual student. The interesting by-ways and in-depth studies possible in nearly every cognitive area make possible this bold approach to individualizing instruction.

The handling of the phase on mechanics will no doubt vary considerably according to the local situation, however, our recommendations are to utilize an auto-tutorial technique for the bulk of the presentation. In this arrangement each module can be developed into an instructional episode complete with visual aids, manipulative apparatus, audio-tape of instructions, and allied reading material. A small group discussion session on a weekly basis would augment the basically independent study mode and permit interchange between students. The carrel laboratory could be staffed by competent teaching assistants who administer episode pretests, distribute instructional materials, provide appraisals and consult with students during their work in the laboratory.

The immediacy of this contact is important to the establishment of the role of the teacher as a helper or aid to the learning process. This is the role we hope will be carried forward by the elementary teacher to his own classroom. The teaching assistant can also provide valuable feedback on the validity and reliability of the pre-test package and the appraisals used with each learning episode or module.

Each student spends up to four hours per week in the independent study program plus the one hour seminar session. Outside reading and project work is also necessary to complete the required and optional sequences. The number of modules can be adjusted within major topics without actually deleting a significant part, by reducing the number of examples. One note here is important, however. Modules should be divided among illustrations from the Biological, Physical and Earth Sciences in about the proportions generally included in an elementary school program or roughly 34:2:1. Since the proposed sequence of experiences may be applied to any implementation format no break is indicated between courses I and II.



5

This component in the Behavioral Science Elementary Teacher Education Program was developed by the following persons.

| | |
|---|---|
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| Dr. Vincent Sullivan | Curriculum Specialist |
| Dr. T. Wayne Taylor | Consultant |
| Dr. William Walsh | Coordination with Professional Use of Knowledge Science |

| | | |
|---|---|---|
| *OBJECTIVES | TO MEASURE AND DETERMINE THE EQUALITY OF ALTERNATE INTERIOR ANGLES | 01303 17<br>01303 18 |
| *PREREQJISITE | BLANK | 01303 19 |
| *EXPERIENCE | THE STUDENT SHOULD DRAW PARALLEL LINES OR USE LINED NOTEBOOK, HE SHOULD THEN DRAW SEVERAL DIAGONALS OF DIFFERENT SLOPES ACROSS THE PARALLEL LINES NEXT MEASURE OPPOSITE INTERIOR ANGLES WITH A PROTRACTOR AND SEE THAT THEY ARE EQUAL, ALTERNATELY CUT OUT ONE OF THE PAIR OF ANGLES AND SUPERIMPOSE IT ON THE OTHER, | 01303 11<br>01303 12<br>01303 13<br>01303 14<br>01303 15<br>01303 16 |
| *SETTING | INDEPENDENT COLLEGE | 01303 10 |
| *MATERIALS | PROTRACTOR, OR SCISSORS | 01303 5 |
| *LEVEL | ALL GRADES | 01303 8 |
| *GENERAL | GENERALIST | 01303 7 |
| *HOURS | 1/4 | 01303 6 |
| *FILE | MATTER GEO SCI SHAPE | 01303 9 |

| | | |
|---|---|---|
| *OBJECTIVES | THE STUDENT WILL DETERMINE THE CIRCUMFERENCE OF A GLOBE USING THE HISTORICAL METHOD BY WHICH ERATOSTHENES FIRST MEASURED THE CIRCUMFERENCE OF THE EARTH | 01302 24<br>01302 25<br>01302 26 |
| *PREREQJISITE | PREVIOUS MODULE ON ALTERNATE INTERIOR ANGLES | 01302 27 |
| *EXPERIENCE | DISCUSS THE METHOD ORIGINATED BY ERATOSTHENES TO ESTIMATE THE CIRCUMFERENCE OF THE EARTH, DISCUSS THE ASSUMPTIONS THAT THE EARTH IS A SPHERE AND THAT RAYS FROM THE SUN ARE PARALLEL, DARKEN THE ROOM AND USE A STRONG ARTIFICIAL LIGHT SOURCE OR ≥PREFERABLY↑ USE DIRECT SUNLIGHT, USE THE SUCTION CUPS TO MOUNT THE 10CM RODS TO THE GLOBE SO THAT THEY ARE EXTENSIONS OF RADII ≥PERPENDICULAR↑ USE THE PROTRACTOR TO MEASURE THE ANGLE COST BY THE SHADOW OF ONE OF THE RODS, ≥A↑ THE OTHER ROD SHOULD BE PLACED WHERE IT CASTS NO SHADOW, MEASURE THE DISTANCE BETWEEN RODS ≥D↑, THEN CALCULATE DISTANCE AROUND GLOBE ≥D↑ D/D % ANGLE OF FULL CIRCLE A/ANGLE A, DETERMINE ERROR, RELATE METHOD TO DETSG CIRCUMFERENCE OF EARTH, | 01302 11<br>01302 12<br>01302 13<br>01302 14<br>01302 15<br>01302 16<br>01302 17<br>01302 18<br>01302 19<br>01302 20<br>01302 21<br>01302 22<br>01302 23 |
| *SETTING | INDEPENDENT COLLEGE | 01302 10 |
| *MATERIALS | GLOBE, FLEXIBLE SCALE, 10 CM RODS ≥2↑, SUCTION CUPS FOR RODS, PROTRACTOR | 01302 5<br>01302 |
| *LEVEL | ALL GRADES | 01302 8 |
| *GENERAL | GENERALIST | 01302 7 |
| *HOURS | 1 | 01302 6 |
| *EVALUATION | THE VALUE CALCULATED FOR THE CIRCUMFERENCE OF THE GLOBE SHOULD BE CORRECT TO WITHIN 10(, | 01302 28<br>01302 29 |
| *FILE | MATTER GEO SCI SHAPE | 01302 9 |

| | | |
|---|---|---|
| *OBJECTIVES | TO DETERMINE THE RELATIVE AREAS OF IRREGULAR OBJECTS TO DISCOVER THE DIFFICULTY OF USING NON-STANDARD OBJECTS FOR MEASUREMENT, | 00872016<br>00872017<br>00872018 |
| *PREREQJISITES | NONE | 00872019 |
| *EXPERIENCE | STUDENTS WILL BE GIVEN DRAWINGS OF LONG LAKE AND ROUND LAKE, AND ASKED WHICH IS BIGGER, AREA DISCUSS POSSIBLE WAYS OF DETERMINING, PROVIDE DRY LIMA BEANS AS A MEANS OF DETERMINING THE AREA OF THE LAKES, HAVE EACH STUDENT RECORD THE NO. OF BEANS USED, | 00872011<br>00872012<br>00872013<br>00872014<br>00872015 |
| *SETTING | LARGE GROUP | 00872010 |

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*MATERIALS      DRAWING, LIMA BEANS                                          00872005
*LEVEL          GRADES 1-4                                                   00872008
*GENERAL        ALL CANDIDATES                                               00872007
*HOURS          1                                                            00872006
*EVALUATION     EACH STUDENT WILL COVER EACH LAKE WITH BEANS AND RECORD THV00872020
                NUMBER REQUIRED, A COMPARISON OF THESE FIGURES WILL REVEAL00872021
                GREAT VARIETY,                                               00872022
*FILED          BIO SCI                                                      00872009
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*OBJECTIVES     TO ESTIMATE AND DEVISE METHODS OF COUNTING LARGE NUMBERS     00833021
                OF OBJECTS,                                                  00833022
*PREREQJISITES  PREVIOUS MODULE ON ESTIMATING HANDFULS AND BAGFULS           00833023
                OF OBJECTS,                                                  00833024
*EXPERIENCE     FILL QUART MASON JARS (NO MORE THAN 1 1/2 IN, FROM           00833011
                THE TOP) WITH BEANS, PEAS, POPPING CORN, RICE, MACARONI,     00833012
                TOOTH-PICKS, JELLY BEANS OR SIMILAR OBJECTS, ASK EACH        00833013
                STUDENT TO ESTIMATE THE NUMBER OF OBJECTS IN EACH OF FOUR    00833014
                JARS AND TO COUNT THE NUMBER OF OBJECTS IN ONE OF THE        00833015
                JARS BY AT LEAST THREE DIFFERENT METHODS,                    00833016
                STUDENTS SHOULD BE PROVIDED WITH SCALES, BALANCES, AND A     00833017
                NUMBER OF DIFFERENT SIZE CONTAINERS (E,G, MILK CARTONS       00833018
                WITH TOPS CUT OFF, DRINKING CUPS, MEDICINE CUPS, MEASURING00833019
                SPOONS, ETC,)    REF SEE PEAS AND PARTICLES ESS              00833020
*SETTING        INDEPENDENT      COLLEGE                                     00833010
*MATERIALS      BLANK                                                        00833005
*LEVEL          ALL GRADES                                                   00833008
*GENERAL        ALL CANDIDATES                                               00833007
*HOURS          1                                                            00833006
*EVALUATION     ESTIMATES SHOULD BE HANDED IN BEFORE COUNTING BEGINS,        00833025
                STUDENT SHOULD DESCRIBE THE THREE METHODS HE DIVISED FOR      00833026
                COUNTING AND DISCUSS THEIR RELATIVE ACCURACIES AND SPEEDS,00833027
*FILE           MATTER   PHYSICAL SCIENCE   LARGE NUMBERS                   00833009
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*OBJECTIVES     TO COMPARE THE SPEEDS AND ACCURACIES OF VARIOUS METHODS OF00834023
                ESTIMATING AND COUNTING LARGE NUMBERS OF OBJECTS,            00834024
*PREREQJISITES  PREVIOUS MODULE ON COUNTING LARGE NUMBERS OF OBJECTS,        00834025
*EXPERIENCE     STUDENTS SHOULD TAKE TURNS PRESENTING REPORTS ON A METHOD    00834011
                WHICH THEY DEVISED FOR COUNTING LARGE NUMBERS OF OBJECTS     00834012
                UNTIL ALL METHODS USED HAVE BEEN DISCUSSED,  DISCUSSION      00834013
                SHOULD THEN BE CENTERED ON THE RELATIVE SPEEDS AND           00834014
                ACCURACIES OF DIFFERENT METHODS OF COUNTING                  00834015
                METHODS DISCUSSED SHOULD INCLUDE 1, COUNTING ONE BY ONE      00834016
                2, TAKING A SAMPLE  3, COUNTING BY AREA  4, HALVING          00834017
                5, WEIGHING  6,RATIOS                                        00834018
                ESTIMATES MADE BY STUDENTS OF THE NUMBER OF OBJECTS IN THE00834019
                JARS SHOULD BE LISTED ON THE BOARD,  THE RELATIVE MERITS 000834020
                F DIFFERENT METHODS IN ESTIMATING SHOULD BE DISCUSSED,       00834021
                SEE PEAS AND PARTICLES ESS                                   00834022
*SETTING        LARGE GROUP   COLLEGE                                        00834010
*MATERIALS      BLANK                                                        00834005
*LEVEL          ALL GRADES                                                   00834008
*GENERAL        ALL CANDIDATES                                               00834007
*HOURS          1/2                                                          00834006
*EVALUATION     THE STUDENT SHOULD STATE WHICH METHOD OR METHODS HE WOULD 00834026
                CHOOSE TO MAKE A RAPID COUNT OR ESTIMATE OF A LARGE NUMBER00834027
                OF OBJECTS AND WHICH METHOD TO MAKE AN ACCURATE COUNT (OR 00834028
                ESTIMATE),                                                   00834029
*FILE           MATTER   PHYSICAL SCIENCE   LARGE NUMBERS                   00834009
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*OBJECTIVES    THE STUDENT WILL APPLY HIS TECHNIQUES IN ESTIMATING LARGE 00835016
               NUMBERS TO OBJECTS IN HIS ENVIRONMENT,                    00835017
*PREREQUISITES PREVIOUS MODULE ON COUNTING LARGE NUMBERS OF OBJECTS,     00835018
*EXPERIENCE    STUDENT SHOULD ESTIMATE AND STATE HIS METHOD OF ESTIMATING00835011
               SOME OBJECTS IN HIS ENVIRONMENT  E,G, LEAVES ON TREES     00835012
               TILES ON FLOOR, WALL ETC   PERFORATED HOLES IN MASONITE   00835013
               BRICKS   BLADES OF GRASS IN FIXED AREA   BIRDS    STARS   00835014
               IN PORTION OF SKY,                                        00835015
*SETTING       INDEPENDENT    COLLEGE                                    00835010
*MATERIALS     BLANK                                                     00835005
*LEVEL         ALL GRADES                                                00835008
*GENERAL       ALL CANDIDATES                                            00835007
*HOURS         1/4                                                       00835006
*EVALUATION    STUDENT ESTIMATES SHOULD BE REASONABLE FOR ORDER OF        00835019
               MAGNITUDE (UP TO 20 PERCENT)                              00835020
*FILE          MATTER   PHYSICAL SCIENCE   LARGE NUMBERS                00835009
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*OBJECTIVES    TO DEVISE A METHOD FOR ILLUSTRATING ORDERS OF MAGNITUDE TO00837017
               GRADE SCHOOL CHILDREN (2-5)                               00837018
*PREREQUISITES MODULES (4) ON COUNTING AND ESTIMATING LARGE NO*S OF      00837019
               OBJECTS IN ELEM SCIENCE COURSE,                           00837020
*EXPERIENCE    THE STUDENT SHOULD DEVISE A METHOD (CHART, PHOTOGRAPHS,   00837011
               JARS OF PEAS, NYLON-NETTING, ETC,) TO GRAPHICALLY ILLU-   00837012
               STRATE THE CONCEPT OF ORDERS OF MAGNITUDE OF 1, 10, 100,  00837013
               1,000, 10,000, 100,000, 1,000,000 TO CHILDREN AT 2ND TO   00837014
               5TH GRADE LEVEL,  STUDENTS SHOULD COMPARE METHODS AND     00837015
               EVALUATE THEIR EFFECTIVENESS,                             00837016
*SETTING       INDEPENDENT       COLLEGE                                 00837010
*MATERIALS     BLANK                                                     00837005
*LEVEL         ALL GRADES                                                00837008
*GENERAL       ALL CANDIDATES                                            00837007
*HOURS         1/2 CLASS TIME   HOMEWORK  VARIABLE                       00837006
*EVALUATION    THE STUDENT SHOULD EVALUATE THE METHOD HE DIVISED AND     00837021
               CHOOSE FROM ALL METHODS DEVISED BY CLASSMATES TWO OR THREE00837022
               THAT WOULD PROVE MOST EFFECTIVE,                          00837023
*FILE          MATTER    PHYSICAL SCIENCE    METHODS                     00837009
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*OBJECTIVES    TO RECOGNIZE VARIATION IN NUMBER OF PEAS/POD TO GAIN      01300 19
               EXPERIENCE WITH A HISTOGRAM TO PREDICT FROM COLLECTED DATA01300 20
*PREREQUISITE  BLANK                                                     01300 21
*EXPERIENCE    EACH STUDENT WILL TAKE THREE PEA PODS AND A PAPER PLATE,   01300 11
               OPEN EACH POD AND RECORD THE NUMBER OF PEAS IN IT,  Q,     01300 12
               [DO ALL PODS HAVE THE SAME NUMBER OF PEAS *[  INTRODUCE    01300 13
               THE IDEA OF A HISTOGRAM TO RECORD ALL FINDINGS, ≥PLACE A   01300 14
               NUMBER LINE ON THE LOARD AND PLACE AN [X[ FOR EACH POD     01300 15
               OVER THE APPROPRIATE NUMBER-OF PEAS*,  EACH STUDENT CAN    01300 16
               MAKE A COPY,  HAVE THE STUDENTS STUDY THE HISTOGRAM,  Q,   01300 17
               [HOW MANY PEAS DO YOU PREDICT ARE IN THIS UNOPENED POD*[   01300 18
*SETTING       LARGE GROUP  COLLEGE                                      01300 10
*MATERIALS     FRESH PEA PODS ≥0/STUDENT, PLUS EXTRAS*                   01300  5
*LEVEL         ALL GRADES                                                01300  8
*GENERAL       ALL CANDIDATES                                            01300  7
*HOURS         ,5                                                        01300  6
*EVALUATION    CONSTRUCTION OF A HISTOGRAM PREDICTION OF NUMBER OF PEAS   01300 22
               IN UNOPENED PODS,                                         01300 23
*FILE          VARIATION  HISTOGRAM  PREDICTING                          01300  9
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| | | |
|---|---|---|
| *OBJECTIVES | TO MAKE REPEATED ESTIMATES OF RELATIVELY SMALL NUMBERS OF | 00832025 |
| | OBJECTS (UNDER 100) TO EXTEND THE STUDENTS ABILITIES TO ESTIMATE NUMBERS FROM 10 TO 100, | 00832026<br>00832027 |
| *PREREQJISITES | BLANK | 00832028 |
| *EXPERIENCE | 1. THE STUDENTS SHOULD WORK IN SMALL GROUPS (ABOUT 4) ONE STUDENT WILL TAKE A HANDFUL OF OBJECTS (SUGAR CUBES, BEANS, RICE, ETC.) AND THROW THEM DOWN ON A SQUARE OF DARK PAPER. AFTER A BRIEF PERIOD OF TIME THE OBJECTS SHOULD BE COVERED AND THE STUDENTS SHOULD RECORD THEIR ESTIMATE OF THE NUMBER OF OBJECTS. THE OBJECTS ARE THEN COUNTED AND THE CORRECT NUMBER RECORDED. THE NUMBER OF OBJECTS SHOULD BE INCREASED GRADUALLY AND STUDENTS SHOULD TAKE TURNS THROWING OUT HANDFULS, | 00832011<br>00832012<br>00832013<br>00832014<br>00832015<br>00832016<br>00832017<br>00832018<br>00832019 |
| | 2. FILL A PAPER BAG WITH OBJECTS (BALLS, ORANGES, POTATOES, ETC.) AND ASK THE STUDENTS TO ESTIMATE THE NUMBER. WRITE THE ESTIMATES ON THE BLACKBOARD. COUNT THE OBJECTS. DISCUSSS THE RANGE AND METHODS USED IN ESTIMATING. REF. PEAS AND PARTICLES ESS | 00832020<br>00832021<br>00832022<br>00832023<br>00832024 |
| *SETTING | SMALL GROUP COLLEGE | 00832010 |
| *MATERIALS | BEANS, RICE, SUGARCUBES, BALLS, ORANGES, PEAS OR SIMILAR OBJECTS TO COUNT, | 00832005<br>00832005 |
| *LEVEL | ALL GRADES | 00832008 |
| *GENERAL | ALL CANDIDATES | 00832007 |
| *HOURS | 1/2 | 00832006 |
| *EVALUATION | THE STUDENT SHOULD BE ABLE TO ESTIMATE THE NUMBER OF OBJECTS IN A HANDFUL OR BAG WITH A 10-15 PERCENT ERROR, | 00832029<br>00832030 |
| *FILE | MATTER PHYSICAL SCIENCE LARGE NUMBERS | 00832009 |

| | | |
|---|---|---|
| *OBJECTIVES | THE STUDENT SHOULD BE ABLE TO PREDICT THE CHANGE IN ANGULAR DIAMETER OF A CIRCLE AS A FUNCTION OF ITS DISTANCE FROM THE OBSERVER. | 00863021<br>00836022<br>00836023 |
| *PREREQJISITES | BLANK | 00836024 |
| *EXPERIENCE | DETERMINE THE APPARENT SIZE OF A CIRCLE (ITS ANGULAR DIAMETER) AS A FUNCTION OF ITS DISTANCE FROM THE OBSERVER. DRAW A CIRCLE OF 30CM DIAMETER ON THE BLACKBOARD, THE STUDENT WILL STAND AT A POSITION MARKED ON THE FLOOR, CLOSE ONE EYE, AND MEASURE THE DIAMETER OF THE CIRCLE WITH A SHORT STICK OR RULER CALIBRATED IN MM HELD AT ARMES DISTANCE. HE SHOULD REPEAT THE MEASUREMENT AT THREE OTHER POSITIONS OF GRADUALLY INCREASING DISTANCE FROM THE BLACKBOARD. THE DISTANCES SHOULD BE MEASURED WITH A METER STICK, | 00836011<br>00836012<br>00836013<br>00836014<br>00836015<br>00836016<br>00836017<br>00836018<br>00836019<br>00836020 |
| *SETTING | INDEPENDENT COLLEGE | 00836010 |
| *MATERIALS | METER STICK, STICK OR RULER CALIBRATED IN MM, | 00836005 |
| *LEVEL | ALL GRADES | 00836008 |
| *GENERAL | ALL CANDIDATES | 00836007 |
| *HOURS | 1/3 | 00836006 |
| *EVALUATION | GRAPH THE ANGULAR DIAMETER AS A FUNCTION OF ITS DISTANCE. USE THE GRAPH TO PREDICT ANGULAR DIAMETER AT A GIVEN DISTANCE, | 00836025<br>00836026<br>00836027 |
| *FILE | CHANGE GEO SCI ANG DIAM, | 00836009 |

| | | |
|---|---|---|
| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE TO IDENTIFY THE EFFECT OF A CHANGE IN DISTANCE FROM AN OBJECT ON THE FIELD ≥AREA• OF VISION, AND BY ORDERING PAIRS AND CONSTRUCTING A BAR GRAPH, PREDICT THE EFFECT OF FURTHERS CHANGES IN DISTANCE FROM THE OBJECT ON THE AREA OF THE FIELD OF VISION, | 00950 33<br>00950 34<br>00950 35<br>00950 36<br>00950 37<br>00950 38 |
| *PREREQJISITE | NONE | 00950 39 |
| *EXPERIENCE | THE EFFECT OF A CHANGE IN DISTANCE FROM AN OJBECT ON THE | 00950 11 |

| | | | |
|---|---|---|---|
| | FIELD ≥AREA↑ OF VISION, REF.↓ ZEROX PROCESS CHART ≥KIT IN | 00950 | 12 |
| | PROCESS OF MANUFACTURE↑ - SPACE-TIME RELATION-SHIP - FOR | 00950 | 13 |
| | BACKGROUND INFORMATION, A CAMARA SHOULD BE FOCUSED ON ANY | 00950 | 14 |
| | OBJECT PLACED IN THE CORNER OF A ROOM, THE DIMENSIONS OF | 00950 | 15 |
| | WHICH ARE KNOWN, THE OBJECT SHOULD BE AS CLOSE TO THE | 00950 | 16 |
| | FLOOR AS POSSIBLE, WHILE MAINTAINING AN (EYE LEVEL( WITH | 00950 | 17 |
| | THE CAMARA, THE WALLS LEADING AWAY FROM THE CORNER SHOULD | 00950 | 18 |
| | BE MARKED WITH MEASURING TAPE, WITH NUMBERS LARGE ENOUGH | 00950 | 19 |
| | TO BE READ FROM THE PHOTOGRAPH AFTER IT HAS BEEN TAKEN, | 00950 | 20 |
| | THE FIRST PHOTOGRAPH TAKEN SHOULD BE AT A DISTANCE FROM | 00950 | 21 |
| | THE OBJECT SUCH TAHT THE SAME AMOUNT OF BOTH WALLS IS IN | 00950 | 22 |
| | THE (FIELD OF VISION( OF THE CAMARA, THE CAMARA SHOULD | 00950 | 23 |
| | THEN BE MOVED IN A DIRECT LINE AWAY FROM THE OBJECT BY 6 | 00950 | 24 |
| | INCHES FOR A SECOND PHOTOGRAPH, THREE OR 4 ADDITION | 00950 | 25 |
| | PHOTOGRAPHS SHOULD BE TAKEN AT DISTANCES EACH 6 INCHES | 00950 | 26 |
| | FARTHER REMOVED FROM THE OBJECT. FOR EACH PHOTOGRAPH THE | 00950 | 27 |
| | AREA OF THE (FIELD OF VISION( IS EASILY CALCULATED, AFTER | 00950 | 28 |
| | MEASURING THE DISTANCE BETWEEN THE WALLS ≥THIS FORMS THE | 00950 | 29 |
| | SIDE OPPOSITE THE RIGHT ANGLE OF A RIGHT TRIANGLE, THE | 00950 | 30 |
| | OTHER TWO SIDES OF WHICH ARE EQUAL TO EACH OTHER↑, | 00950 | 31 |
| | OBSERVATIONS OF THIS EXPERIMENT SHOULD BE RECORDED, | 00950 | 32 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 00950 | 10 |
| *MATERIALS | AS NOTED ABOVE | 00950 | 5 |
| *LEVEL | GRADES 1-4 | 00950 | 8 |
| *GENERAL | GENERALIST | 00950 | 7 |
| *HOURS | 1 | 00950 | 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CONSTRUCT A BAR GRAPH FROM | 00950 | 40 |
| | ORDERED PAIRS, OF THE RELATIONSHIP BETWEEN THE DISTANCE | 00950 | 41 |
| | FROM AN OBJECT AND THE FIELD OF VISION AND TO PREDICT, ON | 00950 | 42 |
| | THE BASIS OF HIS INTERPRETATION OF DATA, THE EFFECT OF | 00950 | 43 |
| | FURTHER INCREASE IN DISTANCE FROM AN OBJECT ON THE FIELD | 00950 | 44 |
| | ≥AREA↑ OF VISION, | 00950 | 45 |
| *FILE | SPACE-TIME VISION BAR GRAPH | 00950 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO OBSERVE AND DESCRIBE THE DIFFERENCES BETWEEN ROCKS | 00942 | 17 |
| | USING A MAGNIFYING GLASS | 00942 | 18 |
| *PREREQUISITE | READ OBSERVATION IN AAS BASIC SCIENCE PROCESSES, | 00942 | 19 |
| *EXPERIENCE | LAB. 1↑ EXAMINE WITH A TEASING NEEDLE AND MAGNIFYING | 00942 | 11 |
| | GLASS SIX ROCKS OF DIFFERENT COMPOSITION AND TEXTURE FOR | 00942 | 12 |
| | EACH ROCK MAKE A LIST OF TERMS WHICH DESCRIBE THE ROCK, | 00942 | 13 |
| | CLASS, 2↑ FROM A MASTER LIST OF THE DESCRIPTIVE TERMS | 00942 | 14 |
| | USED BY THE STUDENTS, THE CLASS WILL CHOOSE AND UNDERLINE | 00942 | 15 |
| | THOSE TERMS WHICH BEST DESCRIBE THE ROCKS, | 00942 | 16 |
| *SETTING | LARGE GROUP OTHER ≥SPECIFY↑ LABORATORY COLLEGE | 00942 | 10 |
| *MATERIALS | ROCK SAMPLES ≥GRANITE, BASALT, LIMESTONE, STANDSTONE ETC↑ | 00942 | 5 |
| | MAGNIFYING GLASS TEASING NEEDLE | 00942 | |
| *LEVEL | PRE-SCH-K GRADES 1-4 | 00942 | 8 |
| *GENERAL | BLANK | 00942 | 7 |
| *HOURS | 45 | 00942 | 6 |
| *EVALUATION | FOR EACH OF FOUR ROCK SAMPLES, THE STUDENT WILL CHOOSE | 00942 | 20 |
| | FROM THE UNDERLINED TERMS ON THE MASTER LIST THE FOUR | 00942 | 21 |
| | TERMS WHICH BEST DESCRIBE THE ROCK, | 00942 | 22 |
| *FILE | MATTER OBSERVATION ROCKS | 00942 | 9 |

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|---|---|---|---|
| *OBJECTIVE | 1, TO INFER FROM CUT-AWAY OR PART-SECTIONS OF OBJECTS THE | 00938 | 14 |
| | GEOMETRIC PATTERN OF THE WHOLE, 2, INFER THAT THE | 00938 | 15 |
| | GEOMETRIC PATTERN PRODUCED BY CUTTING ANY | 00938 | 16 |
| | THREE-DIMENSIONAL OBJECT DEPENDS UPON A, THE SHAPE OF THE | 00938 | 17 |
| | OBJECT BEING CUT, B, THE ANGLE OF THE CUT | 00938 | 18 |

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*PREREQUISITE READ THE RATIONALE FOR AAAS INFERENCE 11                    00938 19
*EXPERIENCE   SEE AAAS INFERENCE 11 ON INFERRING SHAPES OF THINGS.  DO    00938 11
              ACTIVITIES 1, 2, 3 AND 4,  STYROFOAM SHAPES MAY BE USED IN00938 12
              PLACE OF CLAY AND SOAP,                                    00938 13
*SETTING      SMALL GROUP 21-12 STUDENTS.  COLLEGE                       00938 10
*MATERIALS    CUT BLOCK SECTIONS OF DOUGLAS FIRBLOCKS ≥CROSS-SECTION,    00938  5
              LONGITUDINAL SECTION THROUGH CENTER, DIAGONAL SECTION,     00938
              WEDGE SHAPED SECTION THROUGH CENTER, STYROFOAM CYCLINDERS, 00938
              SPHERES, RECTANGULAR SOLIDS, SHARP KNIFE                   00938
*LEVEL        ALL GRADES                                                 00938  8
*GENERALI     GENERALIST                                                 00938  7
*HOURS        1                                                          00938  6
*EVALUATION   GIVEN SECTIONS OF WOOD THE STUDENT SHOULD INFER THE ANGLE  00938 20
              OR DIRECTION OF CUTTING.  GIVEN AN OBJECT AND AN ANGLE OR  00938 21
              DIRECTION OF CUT THE STUDENT SHOULD DRAW THE SHAPE OF THE  00938 22
              RESULTING SURFACE.  GIVEN A SECTION OF AN OBJECT INFER THE 00938 23
              GEOMETRIC PATTERN OF THE WHOLE,                            00938 24
*FILE         MATTER  PHYS SCI  SHAPES                                   00938  9
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*OBJECTIVE    GIVEN THE LINEAR RELATIONS, THE STUDENT SHOULD BE ABLE     00940 15
              TO DISTINGUISH AND STATE WHICH OF THE GRAPHS WILL HAVE     00940 16
              THE GREATEST SLOPE                                         00940 17
*PREREQUISITE BLANK                                                      00940 18
*EXPERIENCE   SEE AAAS CLASSIFICATION 15 ON LINEAR RELATIONS AND SLOPE   00940 11
              ACTIVITY 3 IN ADDITION ASK THE STUDENT TO EXAMINE THE      00940 12
              SLOPES OF LINEAR RELATION THAT DO NOT PASS THROUGH THE     00940 13
              ORIGIN E,G, COMPARE S% 2 F WITH S%2F-1 AS TO SLOPE         00940 14
*SETTING      LARGE GROUP  COLLEGE                                       00940 10
*MATERIALS    GRAPH PAPER                                                00940  5
*LEVEL        ALL GRADES                                                 00940  8
*GENERALI     GENERALIST                                                 00940  7
*HOURS        1/4                                                        00940  6
*EVALUATION   GIVEN A NUMBER OF LINEAR RELATIONS THE STUDENT SHOULD BE   00940 19
              ABLE TO ORDER THEM BY INCREASING SLOPE                     00940 20
*FILE         MATTER  PHYS SCI  RELATIONS                                00940  9
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              VOLUME RELATIONSHIP,                                       00850029
*OBJECTIVES   USING THE EXPERIMENTAL RESULTS OBTAINED DURING THIS EX-     00850030
              PERIENCE, THE STUDENT SHOULD BE ABLE TO CONSTRUCT AN       00850031
              ACCURATE DEFINITION OF THE TERM DENSITY,                   00850032
*PREREQUISITES  NONE                                                     00850033
*EXPERIENCE   DENSITY                                                    00850011
              AN EXPERIMENT MAY BE PERFORMED WHICH WILL ALLOW THE STU-   00850012
              DENT TO DIRECTLY RELATE VOLUME AND MASS,  EXPERIMENTAL     00850013
              MATERIALS INCLUDE THE FOLLOWING     U, SOLIDS, IN VAIOUS   00850014
              DIMENSIONS, EASILY RELATED TO 1CM3,    2, LIQUIDS OF       00850015
              VARYING VISCOSITIES,  3, VOLUMETRETIC CYLINDERS, GRADUATE  00850016
              D IN MILLILITERS,     IT IS POSSIBLE TO ASK THE STUDENTS   00850017
              TO CONSTRUCT A DEFINITION FOR THE TERM DENSITY FROM THEIR   00850018
              PREVIOUS EXPERIENCES, AND, SHOWING THEM THE EQUIPMENT      00850019
              AND MATERIALS ASSEMBLED, ASK THEM TO DESIGN AN EXPERI-     00850020
              MENT WHICH WILL ELUCIDATE A CORRECT RELATIONSHIP BETWEEN    00850021
              VOLUME AND MASS,  THEY SHOULD BE GIVEN AS MUCH HELP AS     00850022
              NECESSARY IN DESIGNING THEIR EXPERIMENTS,  STUDENTS CATCH  00850023
              ON TO THIS TYPE OF ASSIGNMENT RATHER EASILY,  USUALLY      00850024
              SOMEONE IN THE GROUP HAS A CONCRETE APPROACH TO THE PRO-   00850025
              BLEM,  ONCE THE BASIC IDEAS INVOLVED ARE GRASPED, EVEN     00850026
              THOSE STUDENTS WITH NO BEGINNING KNOWLEDGE OF THE TERM ARE 00850027
              ABLE TO RAPIDLY CONSTRUCT A METHOD OF EVALUATING THE MASS- 00850028
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*SETTING       COLLEGE - INDEPENDENT                                          00850010
*MATERIALS     AS ABOVE                                                       00850005
*LEVEL         GRADES 1-4                                                     00850008
*GENERAL       GENERALIST                                                     00850007
*HOURS         1/2                                                            00850006
*EVALUATION    THE STUDENT MAY BE ASKED TO USE RECORDED OBSERVATIONS OF       00850034
               EXPERIMENTAL RESULTS TO CONSTRUCT A DEFINITION OF THE TERM     00850035
               DENSITY.                                                       00850036
*FILE          MATTER    DENSITY CLASSIFICATION   PHYS. SCI.                00850009
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*OBJECTIVES    OBSERVE AND DESCRIBE THE DIFFERENCE BETWEEN ROCKS              00037014
               USING A MAGNIFYING GLASS                                       00037015
*PREREQJISITE  READ OBS IN AAAS BASIC SCIENCE PROCESSES                       00037016
*EXPERIENCE    EXAMINE WITH A TEASING NEEDLE AND MAGNIFYING GLASS SIX         00037011
               ROCKS OF DIFFERENT COMPOSITION AND TEXTURE. FOR EACH ROCK      00037012
               MAKE A LIST OF TERMS WHICH DESCRIBE THE ROCK.                  00037013
*SETTING       OTHER (SPECIFY) LAB, COLLEGE                                   00037010
*MATERIALS     ROCK SAMPLES, MAGNIFYING GLASS, TEASING NEEDLE                 00037005
*LEVEL         PRE-SCH-K  GRADES 1-4                                          00037008
*GENERAL       BLANK                                                          00037007
*HOURS         25 MIN                                                         00037006
*EVALUATION    STUDENT WILL HAND IN LIST OF DESCRIPTIVE TERMS FOR EACH        00037017
               ROCK                                                           00037018
*FILE          MATTER (GEO SCI) OBSERVATION                                   00037009
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*OBJECTIVES    TO DISCOVER WHICH PROPERTIES + DISCRIMINATING ARE MOST         00038015
               USEFUL IN DESCRIBING ROCKS                                     00038016
*PREREQJISITE  MODULE ON OBS ROCKS                                            00038017
*EXPERIENCE    FROM A MASTER LIST OF THE TERMS USED BY THE STUDENTS TO        00038011
               DESCRIBE EACH OF SIX ROCK SAMPLES THE CLASS IN A GROUP         00038012
               DISCUSSION WILL CHOOSE AND UNDERLINE THOSE TERMS WHICH         00038013
               BEST DESCRIBE EACH ROCK.                                       00038014
*SETTING       LARGE GROUP, COLLEGE                                           00038010
*MATERIALS     NONE                                                           00038005
*LEVEL         PRE-SCH.-K  GRADES 1-4                                         00038008
*GENERAL       BLANK                                                          00038007
*HOURS         15 MIN                                                         00038006
*EVALUATION    FOR EACH OF FOUR ROCK SAMPLES, THE STUDENT WILL CHOOSE         00038018
               FROM THE UNDERLINED TERMS ON THE MASTER LIST THE FOUR          00038019
               TERMS WHICH BEST DESCRIBE THE ROCK.                            00038020
*FILE          MATTER (GEO SCI) ROCKS                                         00038009
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*OBJECTIVES    AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE       00853016
               TO CONTRAST THE SOLUBILITY OF COPPER SULFATE IN WATER WITH     00853017
               THE SOLUBILITY OF THE SAME SUBSTANCE IN OTHER SOVENTS,         00853018
               AND INFER AN EFFECT OF THE NATURE OF THE SOLVENT ON THE        00853019
               SOLUBILITY OF A CHEMICAL.                                      00853020
*PREREQJISITES  NONE                                                          00853023
*EXPERIENCE    SOLUBILITY                                                     00853011
               GUEST DR. J. WAYNE TAYLOR SCIENCE AND MATHEMATICS TEACHING     00853012
               CENTER  MICHIGAN STATE UNIVERSITY  EAST LANSING,               00853013
               MICHIGAN                                                       00853014
               TOPIC   DIFFERENTIAL SOLUBILITY OF COPPER SULFATE,             00853015
*SETTING       COLLEGE - LARGE GROUP                                          00853010
*MATERIALS     NONE                                                           00853005
*LEVEL         GRADES 1-4                                                     00853008
*GENERAL       GENERALIST                                                     00853007
*HOURS         1                                                              00853006
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| | | |
|---|---|---|
| *EVALUATION | THE STUDENT MAY BE ASKED TO PLOT RECORDED OBSERVATIONS OF EXPERIMENTAL RESULTS ON A GRAPH (SOLUBILITY VS, NATURE OF THE SOLVENT = I,E, NUMBER OF CARBON ATOMS, NUMBER OF ON GROUPS, ETC) HE MAY FURTHER BE ASKED TO EXTRAPOLATE HIS RESULTS TO INCLUDE HOMOLOGOUS (BUT UNTESTED) SOLVENTS, | 00853024<br>00853025<br>00853026<br>00853027<br>00853028 |
| *FILE | MATTER INTERACTION PHYS, SCI, | 00853009 |

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|---|---|---|
| *OBJECTIVES | THAT A GROUP OF OBJECTS CAN BE ARRANGED IN MYRIAD WAYS DEPENDING UPON THE PROPERTY (IES) USED IN THE ARRANGEMENT, | 00206019<br>00206020 |
| *PREREQUISITE | S,C,I,S, GRANDMA≠S BUTTON BOX (ACTIVITY 6, MATERIAL OBJECTS) | 00206021<br>00206022 |
| *EXPERIENCE | EACH STUDENT WILL EXAMINE SIX PLANTS, AFTER CAREFULLY EXAMINING SAME, HE WILL ORDER THE PLANTS IN A LIST ACCORDING TO ANY PROPERTY HE CHOOSES (E,G,, HEIGHT, ≤ OF FLOWERS, LEAF SIZE, ETC,) SELECTED STUDENTS WILL THEN ARRANGE THE PLANTS ACCORDING TO THEIR SCHEMES, WHILE THE REST OF THE GROUP ATTEMPTS TO IDENTIFY THE SCHEME USED, (THIS CAN GO ON UNTIL ALL DIFFERENT SCHEMES HAVE BEEN USED,) | 00206011<br>00206012<br>00206013<br>00206014<br>00206015<br>00206016<br>00206017<br>00206018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00206010 |
| *MATERIALS | 6 PLANTS/10 STUDENTS | 00206005 |
| *LEVEL | ALL GRADES | 00206008 |
| *GENERAL | ALL CANDIDATES | 00206007 |
| *HOURS | 60 MIN, | 00206006 |
| *EVALUATION | EACH STUDENT WILL LIST THE SIX PLANTS, IN ORDER, AND WILL IDENTIFY THE PROPERTY HE USED, | 00206023<br>00206024 |
| *FILE | PLANTS ARRANGEMENT PROPERTIES | 00206009 |

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|---|---|---|
| *OBJECTIVES | 1, INTRODUCE THE STUDENT TO THE CONCEPT OF PROPERTY (E,G,, SIZE, SHAPE, COLOR, ETC,) 2, FAMILIARIZE THE STUDENTS WITH AN S,C,I,S, ACTIVITY, | 00207013<br>00207014<br>00207015 |
| *PREREQUISITE | BLANK | 00207016 |
| *EXPERIENCE | MATERIAL OBJECTS (S,C,I,S) - ACTIVITY 6-GRANDMA≠S BUTTON BOX, | 00207011<br>00207012 |
| *SETTING | LARGE GROUP, BLANK | 00207010 |
| *MATERIALS | M,O, KIT | 00207005 |
| *LEVEL | ALL GRADES | 00207008 |
| *GENERAL | ALL CANDIDATES | 00207007 |
| *HOURS | 30 MIN, | 00207006 |
| EVALUATION | EACH STUDENT WILL ARRANGE THE BUTTONS ACCORDING TO SOME PROPERTY, AND WILL BE ABLE TO REPORT THIS ARRANGEMENT TO THE CLASS, | 00207017<br>00207018<br>00207019 |
| *FILE | PROPERTIES SCIS ACTIVITY 6 | 00207009 |

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|---|---|---|
| *OBJECTIVES | 1, FAMILIARIZE THE STUDENT WITH AN S,C,I,S, ACTIVITY, 2, PROVIDE EXPERIENCE IN OBSERVATION, 3, DESCRIBE A COLLECTION OF OBJECTS BY THEIR PROPERTIES, 4, SORT OBJECTS BY A CHOSEN PROPERTY, | 00955 13<br>00955 14<br>00955 15<br>00955 16 |
| *PREREQUISITE | NONE | 00955 17 |
| *EXPERIENCE | (OBJECT COLLECTIONS( ≥SCIENCE CURRICULUM IMPROVEMENT STUDY, MATERIAL OBJECTS* | 00955 11<br>00955 12 |
| *SETTING | LARGE GROUP COLLEGE | 00955 10 |
| *MATERIALS | MATERIAL OBJECTS UNIT ≥S,C,I,S,* | 00955 5 |
| *LEVEL | GRADES 1-4 | 00955 8 |
| *GENERAL | ALL CANDIDATES | 00955 7 |
| *HOURS | ,5 | 00955 6 |
| *EVALUATION | HE WILL BE ABLE TO SORT THE OBJECTS ACCORDING TO AT LEAST THREE DIFFERENT PROPERTIES, | 00955 18<br>00955 19 |
| *FILE | OBSERVATION PHYS, SCI, SCIS | 00955 9 |

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*OBJECTIVES    UPON COMPLETION OF THIS EXPERIENCE, THE STUDENT SHOULD BE 00846026
               ABLE TO PREDICT THE SHAPE OF A CURVE FROM PLOTTING THE SIZ00846027
               E OF A LIMA BEAN VS, NUMBER OF LIMA BEANS ONE WOULD EXPECT00846028
               OF THIS SIZE IN A LARGE NATURAL SAMPLE,                   00846029
*PREREQJISITES NONE                                                      00846030
*EXPERIENCE    THE DISTRIBUTION OF INTRASPECIFIC VARIATION               00846011
               ROBERT S, DANIEL, DEPARTMENT OF ENTOMOLOGY, FISHERIES     00846012
               AND WILDLIFE                                              00846013
               UNIVERSITY OF MINNESOTA, ST, PAUL, MINNESOTA, 55101       00846014
               REF   TURTOX NEWS, APRIL, 1967, VOL, 45, 4, P, 114,      00846015
               A BELL SHAPED CURVE (WHICH DESCRIBES SO MANY BIOLOGICAL   00846016
               PHENOMENA) MAY BE OBTAINED EXPERIMENTALLY BY SORTING A LA-00846017
               RGE NUMBER OF LIMA BEANS OF MIXED SIZE, EACH STUDENT MAY  00846018
               BE GIVEN A SAMPLE OF BEANS AND ASKED TO MEASURE EACH TO   00846019
               THE NEAREST 3,5MM, THE MEASURED BEANS ARE THEN PLACED INTO00846020
               APPROPRIATE TEST TUBES OR CYLINDERS,  IN A FEW MINUTES,   00846021
               AFTER ALL OF THE BEANS HAVE BEEN MEASURED AND PLACED IN   00846022
               THE CYCLINDER CORRESPONDING TO ITS SIZE, THE STUDENTS WILL00846023
               HAVE CONSTRUCTED A LIVING BAR GRAPH WHICH HAS AN UNMIS-   00846024
               TAKABLE BELL SHAPE,                                       00846025
*SETTING       COLLEGE  -  SMALL GROUP                                   00846010
*MATERIALS     BEANS, 10Cm RULER CALIBRATED TO 0.5MM GRADATIONS, TEST TUB00846005
               ES OR GRADUATED CYLINDERS                                 00846005
*LEVEL         GRADES  1-4                                               00846008
*GENERAL       GENERALIST                                                00846007
*HOURS         1/2                                                       00846006
*EVALUATION    THE STUDENT MAY BE ASKED TO PREDICT THE SHAPE A CURVE     00846031
               WOULD TAKE IF THE SIZE OF EACH OF A LARGE NUMBER OF LIMA  00846032
               BEANS WERE PLOTTED VS, THE NUMBER OF LIMA BEANS OF        00846033
               EACH SIZE,                                                00846034
*FILE          MATTER   BIO SCI   BELL SHAPED CURVE                      00846009
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*OBJECTIVES    TO COLLECT AND IDENTIFY COMMON FLORA OF A GIVEN REGION,   00861016
*PREREQJISITES   MODULES WHAT IS IT (A,B,C,)   LABORATORY - LEARNING THE00861017
               PARTS OF A FLOWER                                         00861018
*EXPERIENCE    LABORATORY  CLASSIFYING PLANT MATERIALS                   00861011
               A PLACE IS PROVIDED FOR THE STUDENT TO USE PLANT SPECIMENS00861012
               WHICH HE HAS COLLECTED IN PRACTICING PLANT IDENTIFICATIONS00861013
               (THE STUDENT MAY BE ASKED TO DO THIS AS A HOMEWORK        00861014
               ASSIGNMENT)                                               00861015
*SETTING       COLLEGE  -  INDEPENDENT                                   00861010
*MATERIALS     AS ABOVE                                                  00861005
*LEVEL         ALL GRADES                                                00861008
*GENERAL       SPECIALIST                                                00861007
*HOURS         2                                                         00861006
*EVALUATION    DEMONSTRATION BY THE STUDENT OF ABILITY TO USE REFERENCE  00861019
               MATERIALS TO CLASSIFY BY CORRECTLY CLASSIFYING A FRESH    00861020
               SPECIMEN,                                                 00861021
*FILE          MATTER   CLASSIFICATION   BIO SCI                         00861009
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*OBJECTIVES    THE CONSTRUCTION BY THE STUDENT OF A SAMPLE COLLECTION OF 00862018
                COMMON FLORA OF HIS AREA AS A MEANS OF INSTRUCTING HIM   00862019
                IN METHODS OF PRESEVING SPECIMENS OF THIS TYPE FOR HIS   00862020
               PERMANENT COLLECTION,                                     00862021
*PREREQJISITES   MODULES  860863 861                                     00862022
*EXPERIENCE    THE PREPARATION OF A PERMANENT COLLECTION OF COMMON FLORA 00862011
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                OF THE STUDENT≠S IMMEDIATE AREA, THE USE OF SPECIFIC      00862012
                LABORATORY TECHNIQUES INVOLVED IN THE PRESERVING OF PLANT 00862013
                SPECIMENS, INCLUDING A CONSIDERATION OF APPROPRIATE       00862014
                SOLVENTS AND PLASTIC METHODS,  REF  TURTOX NEWS .         00862015
                GENERAL BIOLOGICAL SUPPLY HOUSE, CHICAGO ILL,   CAROLINA  00862016
                 TIPS . CAROLINA BIOLOGICAL SUPPLY HOUSE, ELON COLLEGE, N.00862017
*SETTING        COLLEGE  .  INDEPENDENT                                   00862010
*MATERIALS      TO BE DETERMINED BY THE INSTRUCTOR                        00862005
*LEVEL          ALL GRADES                                                00862008
*GENERAL        SPECIALIST                                                00862007
*HOURS          2                                                         00862006
*EVALUATION     THE COMPLETION BY THE STUDENT OF A SAMPLE COLLECTION,     00862023
*FILE           MATTER   CLASSIFICATION   BIO SCI                         00862009
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*OBJECTIVES     TO GAIN EXPERIENC  N IDENTIFICATION OF PLANT FLOWER PARTS00863015
*PREREQUISITES WHAT IS IT A AND .                                        00863016
*EXPERIENCE     LABORATORY ON LEARNING THE PARTS OF THE FLOWER           00863011
                 APPROPRIATE PLANT MATERIALS WITH FLOWERS ATTACHED SHOULD 00863012
                 BE MADE AVAILABLE TO THE STUDENT FOR PRACTICE IN LEARNING00863013
                 TO IDENTIFY THE FLOWER PARTS.                           00863014
*SETTING        COLLEGE  .  INDEPENDENT                                  00863010
*MATERIALS      AS ABOVE                                                 00863005
*LEVEL          BLANK                                                    00863008
*GENERAL        SPECIALIST                                               00863007
*HOURS          2                                                        00863006
*EVALUATION     DEMONSTRATION BY THE STUDENT OF ABILITY TO IDENTIFY PLANT 00863017
                 PARTS (ORAL OR WRITTEN) BY ANSWERING QUESTIONS SUCH AS   00863018
                 IDENTIFY ---, IN A CASE WHERE SPECIFIC PART IS SHOWN TO  00863019
                THE STUDENT,                                             00863020
*FILE           MATTER   CLASSIFICATION   BIO SCI                        00863009
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*OBJECTIVES     TO DIFFERENTIATE BETWEEN THE VARIOUS PARTS OF A FLOWER SO 00864025
                 THAT THE STUDENT MAY BE ABLE TO DESCRIBE THEM,           00864026
*PREREQUISITES WHAT IS IT (A)                                            00864027
*EXPERIENCE     WHAT IS IT (B)                                           00864011
                 A LECTURE DEMONSTRATION ON THE PARTS OF A FLOWER         00864012
                REF   MICHIGAN WILD FLOWERS, HELEN V, SMITH, CRANBROOK   00864013
                INSTITUTE OF SCIENCE, 1966                               00864014
                PP, 18-22                                                00864015
                HOW TO KNOW THE FALL FLOWERS, MABEL J, CUTHBERT, W,C,    00864016
                BROWN CO,, PUBL, 1948                                    00864017
                HOW TO KNOW THE SPRING FLOWERS, MABEL J, CUTHBERT, W,C,  00864018
                BROWN CO,, PUBL, 1949                                    00864019
                USE OVERLAYS AND OVERHEAD PROJECTOR FOR LECTURE DEMON.   00864020
                STRATION ON THE PARTS OF THE FLOWER,  (THESE MAY BE      00864021
                PREPARED BY GRAPHICS DEPARTMENTS, GRADUATE ASSISTANTS,   00864022
                OR INTERESTED UNDERGRADUATE STUDENT WITH AN ABILITY      00864023
                IN ART,)                                                 00864024
*SETTING        LARGE GROUP                                              00864010
*MATERIALS      BLANK                                                    00864005
*LEVEL          ALL GRADES                                               00864008
*GENERAL        SPECIALIST                                               00864007
*HOURS          1                                                        00864006
*EVALUATION     THE STUDENT MAY BE ASKED TO PREPARE A SET OF DRAWINGS THE 00864028
                PARTS OF A FLOWER                                        00864029
*FILE           MATTER   CLASSIFICATION   BIO SCI                        00864009
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*OBJECTIVES     TO CONSTRUCT A SERIES OF STEPS WHICH WILL ENABLE THE     00865029
                STUDENT TO CORRECTLY CLASSIFY COMMON FLORA,               00865030
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| *PREREQUISITES | MODULES WHAT IS IT (A) (B) "LABORATORY LEARNING THE | 00865031 |
| | PARTS OF A FLOWER | 00865032 |
| *EXPERIENCE | WHAT IS IT (C) LEARNING TO USE A KEY TO CLASSIFY PLANTS | 00865011 |
| | REF MICHIGAN WILD FLOWERS, HELEN V, SMITH, CRANBROOK | 00865012 |
| | INSTITUTE OF SCIENCE, P, 7 | 00865013 |
| | INSTITUTE OF SCIENCE, P, 8-9 | 00865014 |
| | HOW TO KNOW THE FALL FLOWERS, MABEL J, CUTHBERT, W.C, | 00865015 |
| | BROWN, CO,, 1948 | 00865016 |
| | HOW TO KNOW THE SPRING FLOWERS, MABEL J, CUTHBERT, W.C, | 00865017 |
| | BROWN, CO,, 1949 | 00865018 |
| | LECTURE DEMONSTRATION | 00865019 |
| | INVITE A GUEST LECTURER (PLANT TAXONOMIST) FROM THE IMME- | 00865020 |
| | DIATE AREA TO LECTURE ON THIS TOPIC, ASK HIM TO RECOMM- | 00865021 |
| | END PLANT MATERIAL TO BE AVAILABLE TO EACH STUDENT | 00865022 |
| | TO USE IN FOLLOWING HIS EXPLANATION OF THE USE OF PLANT | 00865023 |
| | PARTS IN KEYING, AND PROVIDE HIM WITH A TELEVISION | 00865024 |
| | CAMERA AND MONITOR SO THAT THE TV CAMERA MAY BE USED TO | 00865025 |
| | ENLARGE THE PARTS OF THE SPECIMEN HE IS SHOWING UP ONTO A | 00865026 |
| | MONITOR SCREEN, (THE STUDENTS WILL BE ABLE TO SEE THEM MU- | 00865027 |
| | CH BETTER, AND WILL BE BETTER ABLE TO FOLLOW HIS LECTURE | 00865028 |
| *SETTING | COLLEGE - LARGE GROUP | 00865010 |
| *MATERIALS | AS ABOVE | 00865005 |
| *LEVEL | ALL GRADES | 00865008 |
| *GENERAL | SPECIALIST | 00865007 |
| *HOURS | 1/2 | 00865006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CORRECTLY IDENTIFY A FRESH | 00865033 |
| | SPECIMEN ON AN OPEN BOOK BASIS, | 00865034 |
| *FILE | MATTER CLASSIFICATION BIO SCI | 00865009 |

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|---|---|---|
| *OBJECTIVES | TO DESCRIBE THE ANATOMY OF IMPORTANT TREE PARTS AND THEIR | 00946 19 |
| | USE IN A CLASSIFYING COMMON SPECIES OF TREES, | 00946 20 |
| *PREREQUISITE | MODULES: LABORATORY: LEARNING TO CLASSIFY COMMON FLORA | 00946 21 |
| | THE PREPARATION OF A PERMANENT COLLECTION OF COMMON | 00946 22 |
| | FLORA | 00946 23 |
| *EXPERIENCE | LEARNING TO KNOW TH TREES, REF: HOW TO KNOW THE TREES - | 00946 11 |
| | H, F, JACQUES, W, C, BROWN CO, PUBL, A DEMONSTRATION - | 00946 12 |
| | LABORATORY A TV CAMARA AND MONITOR MAY BE USED SO THAT THE | 00946 13 |
| | INSTRUCTOR CAN DEMONSTRATE LEAF ANATOMY TO THE STUDENT, | 00946 14 |
| | APPROPRIATE TREE MATERIALS (LEAVES) SHOULD BE FURNISHED TO | 00946 15 |
| | PROVIDE THE STUDENT WITH PRACTICE MATERIALS FOR THE | 00946 16 |
| | PURPOSE OF IDENTIFICATION OF THE SPECIES PRESENT,, IN THE | 00946 17 |
| | BASIS OF LEAF ANATOMY, | 00946 18 |
| *SETTING | INDEPENDENT COLLEGE | 00946 10 |
| *MATERIALS | AS ABOVE | 00946 5 |
| *LEVEL | ALL GRADES | 00946 8 |
| *GENERAL | SPECIALIST | 00946 7 |
| *HOURS | 2 | 00946 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO MAKE A COLLECTION OF LEAVES | 00946 24 |
| | AND TO CORRECTLY IDENTIFY THE COMMON SPECIES OF TREES OF | 00946 25 |
| | HIS AREA ON AN OPEN BOOK BASIS, | 00946 26 |
| *FILE | MATTER CLASSIFICATION TYPE ANATOMY | 00946 9 |

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|---|---|---|
| *OBJECTIVES | TO DEMONSTRATE IMBIBITION BY MEASURING THE DIFFERENCE IN | 00387024 |
| | DIMENSIONS BETWEEN A DRY SPONGE AND THE SAME SPONGE AFTER | 00387025 |
| | SOAKING IN WATER, SO THAT THE STUDENT MAY OBSERVE THAT A | 00387026 |
| | POROUS SUBSTANCE MAY HOLD WATER AND INCREASES ITS | 00387027 |
| | DIMENSIONS AS IT DOES, | 00387028 |
| *PREREQUISITE | NONE | 00387029 |
| *EXPERIENCE | IMBIBITION 1, MEASURE WITH A RULER CALIBRATED IN | 00387011 |
| | MILLIMETERS THE DIMENSIONS OF A SMALL, DRY SPONGE, TO THE | 00387012 |
| | CLOSEST MILLIMETER, 2, PLACE THE SPONGE IN WATER UNTIL | 00387013 |
| | THOROUGHLY SATURATED, 3, CAREFULLY REMOVE WITHOUT | 00387014 |

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|---|---|---|
| | SQUEEZING AND PLACE ON WATERPROOF MAT, 4, CAREFULLY | 00387015 |
| | REMEASURE THE DIMENSIONS OF THE SPONGE TO THE CLOSEST | 00387016 |
| | MILLIMTER, 5, SQUEEZE THE SPONGE, AND NOTE THE RESULT, | 00387017 |
| | (REINFORCES 482) RESERVOIR: THE TAKING UP OF WATER BY DRY | 00387018 |
| | WOOD MAY BE DISCUSSED, THE PRACTICAL USE OF THIS | 00387019 |
| | PHENOMENONA AND THE FACT THAT WHEN THE POROUS, DRY WOOD | 00387020 |
| | IS SATURATED, SWELLING OCCURS, SEALING THE MATERIAL FROM | 00387021 |
| | FURTHER ENTRY OF WATER, IS THE BASIS OF ONE STEP IN THE | 00387022 |
| | MANUFACTURE OF BOATS FROM WOOD, | 00387023 |
| *SETTING | INDEPENDENT, COLLEGE | 00387010 |
| *MATERIALS | SPONGE, WATERPROOF MAT, CONTAINER OF WATER | 00387005 |
| *LEVEL | GRADES 1-4 | 00387008 |
| *GENERAL | GENERALIST | 00387007 |
| *HOURS | 1/3 | 00387006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO SUGGEST OTHER MATERIALS WHICH | 00387030 |
| | WOULD BEHAVE SIMILARLY, OR TO SHOW BY DEMONSTRATION THE | 00387031 |
| | BEHAVIOR OF SIMILAR MATERIALS, | 00387032 |
| *FILE | MATTER MEASURING IMBIBITION | 00387009 |

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|---|---|---|
| *OBJECTIVES | TO MEASURE THE TEMPERATURE AT WHICH WATER WILL ACCUMULATE | 00388023 |
| | ON THE OUTSIDE OF A CONTAINER INTO WHICH ICE HAS BEEN | 00388024 |
| | PLACED, SO THAT THE STUDENT MAY INFER A RELATIONSHIP | 00388025 |
| | BETWEEN THE TEMPERATURE AT WHICH PRECIPITATION OCCURS AND | 00388026 |
| | THE AMOUNT OF WATER IN THE AIR, | 00388027 |
| *PREREQUISITE | NONE | 00388028 |
| *EXPERIENCE | DEW POINT: 1, PLACE 200 CC, H2O IN A 500 ML, CONTAINER, | 00388011 |
| | INTO WHICH HAS BEEN PLACED A THERMOMETER, 2, SLOWLY ADD | 00388012 |
| | SMALL CHIPS OF ICE UNTIL MOISTURE ACCUMULATES ON THE OUTER | 00388013 |
| | SURFACE OF THE CONTAINER, 3, IMMEDIATELY CHECK THE | 00388014 |
| | TEMPERATURE READING ON THE THERMOMETER AND RECORD, | 00388015 |
| | RESERVOIR: CHECKING ANY HANDBOOK OF PHYSICS AND CHEMISTRY | 00388016 |
| | WILL ALLOW A READING OF THE SATURATED WATER VAPOR PRESSURE | 00388017 |
| | IN THE ROOM, DIVIDING THIS VALUE BY THE VALUE OF THE | 00388018 |
| | SATURATED WATER VAPOR PRESSURE AT THE CURRENT ROOM | 00388019 |
| | TEMPERATURE WILL YIELD THE VALUE OF THE RELATIVE HUMIDITY | 00388020 |
| | OF THE ROOM, DISCUSSION MAY ALSO INCLUDE HOW ABSOLUTE | 00388021 |
| | WATER VAPOR PRESSURE VALUES ARE OBTAINED, | 00388022 |
| *SETTING | INDEPENDENT, COLLEGE | 00388010 |
| *MATERIALS | 500 ML CONTAINER, WATER, ICE, THERMOMETER | 00388005 |
| *LEVEL | GRADES 1-4 | 00388008 |
| *GENERAL | GENERALIST | 00388007 |
| *HOURS | 1/4 | 00388006 |
| *EVALUATION | QUESTIONS WHICH MAY BE ASKED OF THE STUDENT INCLUDE THE | 00388029 |
| | FOLLOWING: 1, WHAT INFORMATION DOES THE EXPERIMENT GIVE | 00388030 |
| | US CONCERNING THE PRESENCE OF WATER PRESENT IN AIR, BY | 00388031 |
| | WHAT GENERAL NAME DO WE REFER TO THIS WATER 2, WHY DOES | 00388032 |
| | WATER ACCUMULATE ON THE OUTSIDE OF THE CONTAINER 3, IF | 00388033 |
| | THE TEMPERATURE OF THE ROOM WERE REDUCED TO THE | 00388034 |
| | TEMPERATURE RECORDED BY THE STUDENT AT THE CONCLUSION OF | 00388035 |
| | THE EXPERIMENT, WHAT WOULD HE EXPECT TO FIND ON THE FLOOR | 00388036 |
| | (OR CARPET) OF THE ROOM | 00388037 |
| *FILE | MEASURING MATTER GEO SCI | 00388009 |

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| *OBJECTIVES | TO OBSERVE THE EFFECT OF PLACING A PLANT IN A HYPOTONIC | 00389029 |
| | SOLUTION (WATER MAY BE USED), BY COMPARING THE PLANT | 00389030 |
| | MATERIAL SO TREATED WITH A PLANT OF EQUAL DEVELOPMENT | 00389031 |
| | WHICH HAS BEEN PLACED IN SOIL, SO THAT THE STUDENT MAY BE | 00389032 |
| | ABLE TO MFER A CAUSE AND EFFECT RELATIONSHIP BETWEEN SALT, | 00389033 |
| | CONC, AND CELL APPEARANCE | 00389034 |

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*PREREQJISITE MODULES ON DIFFUSION, OSMOSIS AND PLASMOLYSIS                00389035
*EXPERIENCE   TURGER PRESSURE  1, PLACE ONE OF SEVERAL SMALL PLANTS       00389012
              CONTAINED IN A FLOWER POT (OAT SEEDLINGS MAY BE USED) INTO   00389013
              A CONTAINER OF WATER,  2, ALLOW TO STAND UNTIL CLOSE TO      00389014
              THE END OF THE PERIOD AND THEN COMPARE THIS PLANT FROM THE   00389015
              STANDPOINT OF THE RIGIDITY OF THE STEM WITH THOSE IN THE     00389016
              FLOWER POT,  NOTE THE GROSS APPEARANCE OF THE VARIOUS        00389017
              PARTS OF THE PLANT,  3, AT THE SAME TIME THAT STEP           00389018
              (1) ABOVE IS CARRIED OUT, PLACE SEVERAL FRAGMENTS OF         00389019
              PLANT MATERIAL AS CLOSE TO ONE CELL THICKNESS AS POSSIBLE    00389020
              INTO A CONTAINER OF WATER,  4, CLOSE TO THE END OF THE       00389021
              PERIOD, USE FORCEPS TO TRANSFER A FRAGMENT OF THE PLANT      00389022
              MATERIAL TO A SLIDE (GLASS), AND PLACE UNDER A MICROSCOPE,   00389023
              NOTE THE CONTOUR OF THE CELLS, AND THE POSITION OF THE       00389024
              CELL MEMBRANE AND CELL WALL IN RELATION TO THE CELL          00389025
              PROTOPLASM,  5, COMPARE THESE RESULTS WITH THOSE OBTAINED    00389026
              IN MODULE ON PASMOLYSIS, AND WITH A FRAGMENT OF UNTREATED    00389027
              PLANT MATERIAL UNDER THE MICROSCOPE,                         00389028
*SETTING      INDEPENDENT,  COLLEGE                                        00389011
*MATERIALS    PLANT MATERIAL, CONTAINER OF WATER, SLIDES, FORCEPS, AND     00389005
              MICROSCOPE                                                   00389006
*LEVEL        GRADES 1-4                                                   00389009
*GENERAL      GENERALIST                                                   00389008
*HOURS        1/3                                                          00389007
*EVALUATION   1, RELATE OBSERVATIONS NOTED HERE TO THOSE OBTAINED FROM     00389036
              MODULES ON PLASMOLYSIS,  2, INFER A CAUSE AND EFFECT         00389037
              RELATIONSHIP BETWEEN THE CONCENTRATION OF SALT IN THE        00389038
              SOLUTION AND THE GROSS AND MICROSCOPIC APPEARANCE OF THE     00389039
              PLANT.                                                       00389040
*FILE         MATTER  OBSERVING  TURGOR PRESSURE                           00389010
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*OBJECTIVES   TO LEARN THE THREE METHODS OF HEAT TRANSFER CONDUCTION,      01299 12
              CONVECTION, RADIATION,                                       01299 13
*PREREQJISITE BLANK                                                        01299 14
*EXPERIENCE   VIEW THE FILM HEAT-ITS NATURE AND TRANSFER ≥EB, 12MIN,*      01299 11
*SETTING      LARGE GROUP  COLLEGE                                         01299 10
*MATERIALS    FILM, PROJECTOR, SCREEN                                      01299  5
*LEVEL        ALL GRADES                                                   01299  8
*GENERAL      ALL CANDIDATES                                               01299  7
*HOURS        15                                                           01299  6
*EVALUATION   EACH STUDENT WILL WRITE THE THREE METHODS OF TRANSFER AND    01299 15
              GIVE ONE EXAMPLE OF EACH,                                    01299 16
*FILE         PHYS, SCI,  HEAT  TRANSFER                                   01299  9

*OBJECTIVES   TO DESCRIBE VARIOUS THERMOMETERS AND THEIR USES,             01298 13
*PREREQJISITE BLANK                                                        01298 14
*EXPERIENCE   VIEW THE FILM MEASURING TEMPERATURE ≥YOUNG AMERICA FILMS,    01298 11
              11 MIN,*                                                     01298 12
*SETTING      LARGE GROUP  COLLEGE                                         01298 10
*MATERIALS    BLANK                                                        01298  5
*LEVEL        ALL GRADES                                                   01298  8
*GENERAL      ALL CANDIDATES                                               01298  7
*HOURS        15                                                           01298  6
*EVALUATION   EACH STUDENT WILL NAME THREE DIFFERENT THERMOMETERS AND      01298015
              BRIEFLY DESCRIBE EACH,                                       01298 16
*FILE         PHYS, SCI,  TEMPERATURE  MEASUREMENT                         01298  9
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| *OBJECTIVES | THE STUDENT WILL INVESTIGATE THE HEATING AND COOLING | 00941 22 |
| | RATES OVER SOIL AND WATER AND RELATE THE INVESTIGATION | 00941 23 |
| | TO THE HEATING AND CIRCULATION PATTERNS IN THE REAL | 00941 24 |
| | WORLD | 00941 25 |
| *PREREQUISITE | BLANK | 00941 26 |
| *EXPERIENCE | THE STUDENT SHOULD MOUNT THE LAMP WITH REFLECTOR ABOUT 30 | 00941 11 |
| | TO 40CM ABOVE THE SURFACE OF THE WATER AND SOIL, | 00941 12 |
| | DISTANCES BETWEEN LAMP AND SOIL AND LAMP AND WATER SHOULD | 00941 13 |
| | BE EQUAL, THE FOUR THERMOMETERS SHOULD BE PLACED TO THAT | 00941 14 |
| | TWO BULDS ARE JUST 1CM ABOVE EACH SURFACE AND THE OTHER | 00941 15 |
| | TWO ARE 1CM UNDER EACH SURFACE, TURN THE LIGHT ON FOR 10 | 00941 16 |
| | MINUTES-MEASURE THE TEMPERATURES AT TWO MINUTE INTERVALS, | 00941 17 |
| | TURN OFF THE LIGHT-MEASURE THE TEMPEARTURES AT TWO MINUTE | 00941 18 |
| | INTERVALS FOR 10 MINUTES, CONSTRUCT A GRAPH FROM THE | 00941 19 |
| | DATA, DISCUSS THE RESULTS ≥IN A GROUP+ AND THEIR | 00941 20 |
| | SIGNIFICANCE FOR ATMOSPHERIC CIRCULATION PATTERNS, | 00941 21 |
| *SETTING | SMALL GROUP ≥2 STUDENTS+ COLLEGE | 00941 10 |
| *MATERIALS | 500 ML CONTAINERS, SOIL, WATER, GRAPH PAPER LAMP 200 WATT | 00941 5 |
| | WITH REFLECTOR, THERMOMETERS 2,-10C-110C,2,-20C-50C, | 00941 |
| | RING STAND AND CLAMP | 00941 |
| *LEVEL | ALL GRADES | 00941 8 |
| *GENERAL | GENERALIST | 00941 7 |
| *HOURS | 1 | 00941 6 |
| *EVALUATION | THE STUDENTSS GRAPH SHOULD SHOW THE CORRECT PATTERNS, | 00941 26 |
| | THE STUDENT SHOULD BE ABLE TO EXPLAIN LAND AND SEA BREEZES | 00941 27 |
| *FILE | EXPERIEMENT GEO SCI HEATING + COOLING RATES OF SOIL + | 00941 9 |
| | WATER, | 00941 |

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| *OBJECTIVES | TO OBSERVE WATER IN THREE PHASES TO DESCRIBE THE PROPER | 00961 17 |
| | TIES OF EACH PHASE, | 00961 18 |
| *PREREQJISITE | LESSON ON PROPERTIES | 00961 19 |
| *EXPERIENCE | STATES OF MATTER, FURNISH EACH PAIR OF STUDENTS WITH AN | 00961 11 |
| | ICE CUBE, STUDY THIS SOLID PHASE OF WATER, ≥WHAT ARE ITS | 00961 12 |
| | PROPERTIES-+ MELT THE ICE, STUDY THE LIQUID PHASE | 00961 13 |
| | ≥PROPERTIES-+ BOIL THE LIQUID, STUDY THE GASEOUS PHASE | 00961 14 |
| | ≥PROPERTIES-+ THOUGHT QUESTION; WHAT WAS NEEDED TO CHANGE | 00961 15 |
| | SOLID TO LIQ,, LIQ, TO GAS- | 00961 16 |
| *SETTING | LARGE GROUP COLLEGE | 00961 10 |
| *MATERIALS | ICE, BEAKERS, BUNSEN BURNERS | 00961 5 |
| *LEVEL | ALL GRADES | 00961 8 |
| *GENERAL | ALL CANDIDATES | 00961 7 |
| *HOURS | ,5 | 00961 6 |
| *EVALUATION | A WRITTEN DESCRIPTION OF PROPERTIES WHICH DISTINGUISH THE | 00961 20 |
| | THREE PHASES OF WATER, | 00961 21 |
| *FILE | PHYSICAL SCI, STATES MATTER | 00961 9 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00852030 |
| | TO FORMULATE AN HYPOTHESIS FROM INFERENCES DRAWN BY | 00852031 |
| | OBSERVING CHANGES IN PHYSICAL PROPERTIES CAUSED BY INTROD- | 00852032 |
| | UCING AN APPROPRIATE VARIABLE, CONCERNING THE CAUSES OF | 00852033 |
| | PHYSICAL CHANGE, | 00852034 |
| *PREREQUISITES | NONE | 00852035 |
| *EXPERIENCE | PHYSICAL CHANGE | 00852011 |
| | I, A DISCUSSION OF PHYSICAL PROPERTIES OF SUBSTANCES | 00852012 |
| | FROM WHICH SHOULD COME AN AGREEMENT THAT PHENOMENA SUCH AS | 00852013 |
| | COLOR, DENSITY AND STATE IN WHICH A SUBSTANCE EXISTS ARE | 00852014 |
| | INDEED PHYSICAL PROPERTIES OF THE SUBSTANCE, | 00852015 |
| | II, DEMONSTRATION A, COLOR + USE A CHEMICAL WHICH SHOWS | 00852016 |
| | A DEFINITE CHANGE IN COLOR WHEN DISSOLVED IN WATER, AND | 00852017 |
| | WHICH UPON EVAPORATION, WILL RETURN TO ITS ORIGINAL COLOR | 00852018 |

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| | (HANDBOOK OR PHYSICS AND CHEMISTRY - LANGE) | 00852019 |
| | B. STATE - USE WATER IN EACH OF ITS THREE STATES (A RETURN | 00852020 |
| | OF STEAM TO LIQUID MAY BE ACCOMPLISHED BY CLOSING THE | 00852021 |
| | SYSTEM INSTANTANEOUSLY TO CATCH SOME OF THE WATER VAPOR. | 00852022 |
| | C. DENSITY - BUTTER, WATER, OR PARAFIN MAY BE USED, ITS | 00852023 |
| | STATE CHANGED BY MELTING, THEN ALLOWED TO RETURN TO THE | 00852024 |
| | ORIGINAL STATE. 111. IT SHOULD BE NOTED THAT WHILE EX- | 00852025 |
| | PERIMENTAL MATERIALS ARE SIMPLE, EACH EXPERIMENT SHOULD | 00852026 |
| | SHOW THE ORIGINAL MATERIAL, A PHYSICAL CHANGE OF THE | 00852027 |
| | MATERIAL AND THE RETURN OF THE MATERIAL TO ITS | 00852028 |
| | ORIGINAL FORM, WITH NO CHANGE IN PROPERTIES. | 00852029 |
| *SETTING | COLLEGE - LARGE GROUP | 00852010 |
| *MATERIALS | BLANK | 00852005 |
| *LEVEL | GRADES 1-4 | 00852008 |
| *GENERAL | GENERALIST | 00852007 |
| *HOURS | 1/2 | 00852006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO FORMULATE AN HYPOTHESIS CON- | 00852036 |
| | CERNING THE CAUSES OF PHYSICAL CHANGE. | 00852037 |
| *FILE | MATTER CHANGE PHYS. SCI. | 00852009 |

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|---|---|---|
| *OBJECTIVES | TO RECOGNIZE AND INVESTIGATE THE VARIETY OF CHANGES | 00838020 |
| | A SINGLE SUBSTANCE CAN UNDERGO. | 00838021 |
| *PREREQUISITES | BLANK | 00838022 |
| *EXPERIENCE | DISCUSS CHANGE IN THE ENVIRONMENT. THE STUDENTS SHOULD | 00838011 |
| | BE ASKED TO GIVE EXAMPLES OF WAYS IN WHICH THEY HAVE | 00838012 |
| | CHANGED THEIR ENVIRONMENT IN THE LAST 24 HRS. | 00838013 |
| | EACH STUDENT SHOULD BE GIVEN A SAMPLE OF AN EARTH MATERIAL | 00838014 |
| | SUCH AS HALITE OR QUARTZ AND INSTRUCTED TO CHANGE IT IN AS | 00838015 |
| | MANY WAYS AS HE CAN BY THE NEXT CLASS PERIOD. (AT LEAST | 00838016 |
| | THREE WAYS) | 00838017 |
| | STUDENT SHOULD SUBMIT A REPORT ON HIS TREATMENT OF THE | 00838018 |
| | MATERIAL AND HIS RESULTS. | 00838019 |
| *SETTING | INDEPENDENT COLLEGE | 00838010 |
| *MATERIALS | HALITE OR OTHER EARTH MATERIAL | 00838005 |
| *LEVEL | ALL GRADES | 00838008 |
| *GENERAL | ALL CANDIDATES | 00838007 |
| *HOURS | 1/2 | 00838006 |
| *EVALUATION | THE STUDENT SHOULD SUBMIT A REPORT ON HIS TREATMENT OF THE | 00838023 |
| | MATERIAL AND HIS RESULTS. | 00838024 |
| *FILE | CHANGE GEO SCI ENVIRONMENT | 00838009 |

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|---|---|---|
| *OBJECTIVES | TO RELATE SOME OF THE PROCESSES USED IN PRODUCING CHANGES | 00839016 |
| | IN HIS EARTH MATERIAL TO NATURAL EARTH CHANGES. | 00839017 |
| *PREREQUISITES | PREVIOUS MODULE ON CHANGING AN EARTH MATERIAL | 00839018 |
| *EXPERIENCE | THE STUDENTS SHOULD REPORT ON THEIR TREATMENT OF THE EARTH | 00839011 |
| | MATERIAL AND THEIR RESULTS. IN A DISCUSSION HELP THE | 00839012 |
| | STUDENTS RELATE SOME OF THESE CHANGES (FREEZING, HEATING, | 00839013 |
| | DISSOLVING, PLACING UNDER RUNNING WATER ETC.) TO NATURAL | 00839014 |
| | EARTH CHANGES. | 00839015 |
| *SETTING | LARGE GROUP COLLEGE | 00839010 |
| *MATERIALS | BLANK | 00839005 |
| *LEVEL | ALL GRADES | 00839008 |
| *GENERAL | ALL CANDIDATES | 00839007 |
| *HOURS | 1/2 | 00839006 |
| *EVALUATION | THE STUDENT SHOULD BE ABLE TO CITE EVIDENCE OF CHANGE | 00839019 |
| | AND RELATE CHANGES IN HIS EARTH MATERIAL TO NATURAL EARTH | 00839020 |
| | CHANGES. | 00839021 |
| *FILE | CHANGE GEO SCI DISCUSSION | 00839009 |

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| *OBJECTIVES | 19 THE STUDENT WILL INVESTIGATE A PATTERN OF CHANGE BY | 00943 | 26 |
| | PARTICIPATING IN A LONG-TERM OBSERVATION OF EARTHQUAKE | 00943 | 27 |
| | ACTIVITY, 29 THE STUDENT WILL GAIN EXPERIENCE IN | 00943 | 28 |
| | LOCATING POSITIONS ON A WORLD MAP BY ACCURATELY PLOTTING | 00943 | 29 |
| | LATITUDE AND LONGITUDE, | 00943 | 30 |
| *PREREQUISITE | NONE | 00943 | 31 |
| *EXPERIENCE | ORDER EPICENTER CARDS FROM ENVIROMENTAL SCIENCE SERVICES | 00943 | 11 |
| | ADMINISTRATION, COAST AND GEODETIC SURVEY, ROCKVILLE | 00943 | 12 |
| | MARYLAND POST A PACIFIC CENTERED MERCATOR WORLD MAP ABOUT | 00943 | 13 |
| | 75CM/100CM MAP SHOULD HAVE LINES OF LATITUDE AND | 00943 | 14 |
| | LONGITUDE PLAINLY MARKED POST A COPY OF THE RICHTER SCALE | 00943 | 15 |
| | OF EARTHQUAKE MAGNITUDE EXPLAINE TO STUDENTS HOW TO PLOT | 00943 | 16 |
| | DATA FROM EPICENTER CARDS ON THE WORLD MAP-REVIEW | 00943 | 17 |
| | LATITUDE AND LONGITUDE - USE COLORED PINS OR SYMBOLS FOR | 00943 | 18 |
| | EARTHQUAKES OF DIFFERENT MAGNITUDES, 4-69 KM, * RED PIN | 00943 | 19 |
| | 70-299 KM ) YELLOW PIN 300- KM ) BLUE PIN EACH WEEK ≥ FOR | 00943 | 20 |
| | APPROXIMATELY 8 WEEKS * ASSIGN A SMALL GROUP OF STUDENTS | 00943 | 21 |
| | TO PLOT EPICENTER CARDS RECEIVED DURING THAT WEEK, ≥DO | 00943 | 22 |
| | NOT PLOT EARTHQUAKES OF MAGNITUDE LESS THAN 4.0* ALL | 00943 | 23 |
| | STUDENTS SHOULD HAVE A TURN, THE STUDENTS SHOULD OBSERVE | 00943 | 24 |
| | THE DATA FOR PATTERNS IN EQRTHQUAKE LOCATION AND FREQUENCY | 00943 | 25 |
| *SETTING | INFRPENDENT COLLEGE | 00943 | 10 |
| *MATERIALS | SEE EARTHQUAKE WATCH ESCP TEACHERS GUIDE EP, CENTER | 00943 | 5 |
| | CARDS, 3 COLORS MARKING PINS, PACIFIC-CENTERED MERCATOR | 00943 | |
| | WORLD MAP | 00943 | |
| *LEVEL | ALL GRADES | 00943 | 8 |
| *GENERAL | GENERALIST | 00943 | 7 |
| *HOURS | 1/2 | 00943 | 6 |
| *EVALUATION | PLOTTING DATA FROM EPICENTER CARDS ON WORLD MAP THE | 00943 | 32 |
| | STUDENT SHOULD BE ABLE TO IDENTIFY AREAS OF THE WORLD THAT | 00943 | 33 |
| | ARE [EARTHQUAKE-PRONE] AND THAT ARE QUIET AND STABLE | 00943 | 34 |
| *FILE | CHANGE GEO SCI EARTHQUAKE | 00943 | 9 |

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| *OBJECTIVES | TO OBSERVE THE WEARING, SMOOTHING EFFECT OF ROCKS RUBBING | 00956 | 18 |
| | TOGETHER, | 00956 | 19 |
| *PREREQUISITE | BLANK | 00956 | 20 |
| *EXPERIENCE | OBSERVE FRESHLY BROKEN LIMESTONE PEBBLES WITH A MAGNIFYING | 00956 | 11 |
| | GLASS, PLACE A FEW ASIDE, PLACE A HANDFUL INTO EACH | 00956 | 12 |
| | CONTAINER ≥102 STUDENTS* ADD WATER, CAP, SHAKE | 00956 | 13 |
| | VIGOROUSLY FOR 5 MINUTES, OBSERVE, ≥PLACE A FEW ASIDE | 00956 | 14 |
| | AFTER EACH FIVE MINUTES, SO THAT COMPARISON CAN BE MADE | 00956 | 15 |
| | WHEN EXPERIENCE IS COMPLETED,* REPEAT THE ABOVE SEVERAL | 00956 | 16 |
| | TIMES, | 00956 | 17 |
| *SETTING | LARGE GROUP COLLEGE | 00956 | 10 |
| *MATERIALS | PLASTIC CONTAINERS, PEBBLES, WATER | 00956 | 5 |
| *LEVEL | ALL GRADES | 00956 | 8 |
| *GENERAL | ALL CANDIDATES | 00956 | 7 |
| *HOURS | ,5 | 00956 | 6 |
| *EVALUATION | EACH STUDENT WILL KEEP A SERIES OF DRAWINGS IN ORDER TO | 00956 | 21 |
| | NOTE CHANGES TAKING PLACE, FOLLOW UP DISCUSSION * PEBBLES | 00956 | 22 |
| | AT THE OCEAN, IN STREAM BEDS, | 00956 | 23 |
| *FILE | EARTH SCI, EROSION ROCKS | 00956 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO OBSERVE DIFFERENTIAL EROSION, | 00957 | 16 |
| *PREREQUISITE | BLANK | 00957 | 17 |
| *EXPERIENCE | PLACE EQUAL VOLUMES OF TOPSOIL, SUBSOIL, SAND AND ROCKS IN | 00957 | 11 |

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|---|---|---|---|
| | FOUR SHALLOW PANS, PLACE A TWO INCH BOARD UNDER ON END OF | 00957 | 12 |
| | EACH PAN, POUR EQUAL AMOUNTS OF WATER FROM EQUAL HEIGHTS | 00957 | 13 |
| | ON EACH PAN ≥USE A GARDEN SPRINKLING CAN•, OBSERVE | 00957 | 14 |
| | DISCUSS | 00957 | 15 |
| *SETTING | LARGE GROUP COLLEGE | 00957 | 10 |
| *MATERIALS | PANS, SOIL, SAND, ROCKS, SPRINKLING CAN, WATER | 00957 | 5 |
| *LEVEL | ALL GRADES | 00957 | 8 |
| *GENERAL | ALL CANDIDATES | 00957 | 7 |
| HOURS | .5 | 00957 | 6 |
| *EVALUATION | EACH STUDENT WILL DIAGRAM AND DESCRIBE WHAT HE OBSERVES, | 00957 | 18 |
| | CLASS DISCUSSION WILL LEAD TO APPLICATION OF THIS CONCEPT | 00957 | 19 |
| | TO THE EARTH, | 00957 | 20 |
| *FILE | EARTH SCI, EROSION DIFFERENTIAL | 00957 | 9 |

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| *OBJECTIVES | TO OBSERVE DIFFERENTIAL SETTLING OF VARIOUS SIZE PARTICLES | 00959 | 17 |
| *PREREQUISITE | BLANK | 00959 | 18 |
| *EXPERIENCE | PREPARE A MIXTURE OF SMALL PEBBLES, SAND, DIRT AND CLAY, | 00959 | 11 |
| | PROVIDE EACH PAIR OF STUDENTS WITH A WIDE MOUTH BOTTLE AND | 00959 | 12 |
| | SEVERAL SPOONFULS OF THE MIXTURE, OBSERVE THE ARRANGEMENT | 00959 | 13 |
| | OF PARTICLES ≥PRACTICALLY NO SORTING,• FILL EACH BOTTLE | 00959 | 14 |
| | WITH WATER AND SHAKE, NOW OBSERVE SETTLING ≥PLACE BOTTLES | 00959 | 15 |
| | ASIDE TO BE OBSERVED AT A LATER TIME,• | 00959 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 00959 | 10 |
| *MATERIALS | BOTTLES, PEBBLES, SAND, DIRT, CLAY, WATER, | 00959 | 5 |
| *LEVEL | ALL GRADES | 00959 | 8 |
| *GENERAL | ALL CANDIDATES | 00959 | 7 |
| *HOURS | .5 | 00959 | 6 |
| *EVALUATION | DIAGRAM AND INDIVIDUAL EXPLANATION OF WHAT HAPPENED, | 00959 | 19 |
| | DISCUSSION TO FOLLOW-UP THIS ACTIVITY: HOW IS IT RELATED | 00959 | 20 |
| | TO THE EARTH. | 00959 | 21 |
| *FILE | EARTH SCI, SEDIMENTATION PARTICLE OBSERVATION | 00959 | 9 |

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| *OBJECTIVES | THE STUDENT SHOULD GAIN INSIGHT INTO THE RELATIONSHIPS | 01309 | 24 |
| | AMONG THE EARTH, SUN AND MOON THAT PRODUCE LUNAR PHASES, | 01309 | 25 |
| | HE SHOULD GAIN EXPERIENCE IN PLOTTING DATA ON CIRCULAR | 01309 | 26 |
| | GRAPH PAPER | 01309 | 27 |
| *PREREQUISITE | PREVIOUS MODULE ON ANGULAR DIAMETER | 01309 | 28 |
| *EXPERIENCE | SEE ESCP INVESTIGATING THE EARTH APPENDIX E PART 2 THIS | 01309 | 11 |
| | IS A TABLE OF DATA WHICH INDICATES THE CELESTIAL LONGITUDE | 01309 | 12 |
| | OF THE MOON, ITS DISTANCE FROM THE EARTH AS DETERMINED | 01309 | 13 |
| | FROM ITS ANGULAR DIAMETER AND THE CELESTIAL LONGITUDE OF | 01309 | 14 |
| | THE SUN FOR A ONE MONTH PERIOD, RELATE THE DATA TO | 01309 | 15 |
| | ANGULAR DIAMETER ≥PREVIOUS MODULE• AND EXPLAIN PLOTTING OF | 01309 | 16 |
| | THESE DADA ON CIRCULAR GRAPH PAPER, USING A DRAWING | 01309 | 17 |
| | COMPASS THE STUDENT SHOULD DRAW THE BEST ORBIT THROUGH ALL | 01309 | 18 |
| | THE MOONS POSITIONS AND EXPLAIN HIS RESULTS, HE SHOULD | 01309 | 19 |
| | INDICATE ON THE GRAPH THE POSITION OF THE MOON AT FULL | 01309 | 20 |
| | PHASE, QUARTER PHASE AND NEW PHASE, HE SHOULD INDICATE | 01309 | 21 |
| | POSITIONS WHERE ECLIPSES MIGHT OCCUR AND PREDICT THE | 01309 | 22 |
| | POSITION OF THE NEXT FULL MOON, | 01309 | 23 |
| *SETTING | INDEPENDENT COLLEGE | 01309 | 10 |
| *MATERIALS | POLAR COORDINATE GRAPH PAPER, DRAWING COMPASS | 01309 | 5 |
| *LEVEL | ALL GRADES | 01309 | 8 |
| *GENERAL | GENERALIST | 01309 | 7 |
| *HOURS | 1 | 01309 | 6 |
| *EVALUATION | THE STUDENTS GRAPH SHOULD BE CORRECTLY PLOTTED, | 01309 | 29 |
| | POSITIONS OF THE MOONS PHASES AND POSSIBLE ECLIPSE ZONES | 01309 | 30 |
| | SHOULD BE INDICATED, | 01309 | 31 |
| *FILE | INTERACTION GEO SCI GRAPHING | 01309 | 9 |

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| *OBJECTIVES | GIVEN A CRYSTAL OF COPPER CHLORIDE IN A CONTAINER PARTLY | 00391016 |
| | FILLED WITH WATER, OBSERVE ANY CHANGES IN THE APPEARANCE | 00391017 |
| | OF THE WATER AS COPPER CHLORIDE MOVES THROUGHOUT THE | 00391018 |
| | MEDIUM AND INFER A CAUSE OF SUCH CHANGES), | 00391019 |
| *PREREQUISITE | MODULE ON DIFFUSION OF GASES THROUGH A SOLUTION | 00391020 |
| *EXPERIENCE | DIFFUSION IN BODIES OF WATER 1, PLACE A CRYSTAL OF COPPER | 00391011 |
| | CHLORIDE IN A CONTAINER OF WATER, OR CRYSTALS IN A TEA | 00391012 |
| | BAG 2, OBSERVE CAREFULLY UNTIL THE CRYSTAL DISSOLVES, | 00391013 |
| | NOTING ANY ALTERATION IN THE APPEARANCE OF THE WATER, AND, | 00391014 |
| | IF POSSIBLE, MAPPING THE PATHWAY OF SUCH ALTERATION, | 00391015 |
| *SETTING | INDEPENDENT, COLLEGE | 00391010 |
| *MATERIALS | CRYSTAL OF COPPER CHLORIDE, CONTAINER OF WATER | 00391005 |
| *LEVEL | GRADES 1-4 | 00391008 |
| *GENERAL | GENERALIST | 00391007 |
| *HOURS | 104 | 00391006 |
| *EVALUATION | THE FOLLOWING QUESTIONS MAY BE ANSWERED BY THE STUDENT, | 00391021 |
| | 1, WHAT CHANGE IN THE APPEARANCE OF THE LIQUID WAS NOTED | 00391022 |
| | 2, DESCRIBE EXACTLY IN WHAT MANNER THIS CHANGE TOOK PLACE, | 00391023 |
| | 3, INFER A CAUSE OF THIS CHANGE, IS THIS THE ONLY | 00391024 |
| | POSSICLBE CAUSE 4, COMPARE RESULTS OBTAINED IN THIS | 00391025 |
| | EXPERIMENT WITH THOSE OBTAINED IN THE MODULE ON | 00391026 |
| | DIFFUSION OF GASES THROUGH A SOLUTION, | 00391027 |
| *FILE | MATTER OBSERVING DIFFUSION | 00391009 |

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| *OBJECTIVES | GIVEN TWO GASES AND APPROPRIATE EXPERIMENTAL EQUIPMENT, | 00866031 |
| | THE STUDENT SHOULD BE ABLE TO CONTRAST THE RATE OF DIFFU- | 00866032 |
| | SION OF ONE GAS WITH RESPECT TO THE OTHER THROUGH A SOLU- | 00866033 |
| | TION OF GASES, | 00866034 |
| *PREREQUISITES | MODULE GASES | 00866035 |
| *EXPERIENCE | DIFFUSION OF GASES THROUGH A SOLUTION OF GASES | 00866011 |
| | 1, USE FAIRLY CONCENTRATED HYDROCHLORIC ACID, AMONIA | 00866012 |
| | WATER, COTTON, AND 7MM GLASS TUBING (ABOUT 30 CM IN | 00866013 |
| | LENGTH), SATURATE COTTON WITH CHL AND PLUG ONE END OF | 00866014 |
| | THE GLASS TUBING, AND WITH NH3 SOLUTION TO PLUG THE | 00866015 |
| | OTHER END OF THE TUBE, (THE NH3 WILL TRAVEL AT A RATE | 00866016 |
| | FASTER THAN THE HCL BY A FACTOR PROPORTIONAL TO THE | 00866017 |
| | DENSITIES OF THE TWO SUBSTANCES, SUMMARIZED AS FOLLOWS | 00866018 |
| | R1/R2 = D2/D1 GRAHAM'S LAW | 00866019 |
| | THE EXPERIMENT WILL ALLOW NOT ONLY A VISUALIZATION OF THE | 00866020 |
| | RESULT OF DIFFUSION OF THE TWO GASES (WHITE RING - NH4CL | 00866021 |
| | BUT ALSO A ROUGHLY QUANTITATIVE DETERMINATION OF THE RATE | 00866022 |
| | OF DIFFUSION BY USING A METER STICK TO MEASURE RELATIVE | 00866023 |
| | DISTANCES TRAVELED BY THE GASES BEFORE CONTACT, | 00866024 |
| | RESERVOIR NH3 MAY BE ALLOWED TO DIFFUSE THROUGH | 00866025 |
| | A MEMBRANE ALONG A TUBE LINED WITH RED LITMUS, A SMALL | 00866026 |
| | PIECE OF RUBBER TUBING WILL CONNECT MEMBRANE GLASS TUBING | 00866027 |
| | WITH A SECOND SHORT PIECE OF GLASS TUBING OF SAME SIZE, | 00866028 |
| | ALSO PEPPERMINT OIL OR CLOVES LEFT OPEN AT ONE END OF | 00866029 |
| | ROOM WILL ALLOW ODOR TO PENETRATE TO OTHER END OF ROOM, | 00866030 |
| *SETTING | INDEPENDENT | 00866010 |
| *MATERIALS | BLANK | 00866005 |
| *LEVEL | GRADES 1-4 | 00866008 |
| *GENERAL | GENERALIST | 00866007 |
| *HOURS | 1/2 | 00866006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO STATE AS QUANTITATIVELY AS | 00866036 |
| | POSSIBLE THE RELATIONSHIP WHICH EXISTS BETWEEN TWO GASES | 00866037 |
| | IN TERMS OF THEIR RELATIVE ABILITY TO DIFFUSE, | 00866038 |
| *FILE | MATTER OBSERVING BIO SCI | 00866009 |

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| *OBJECTIVES | FROM A DISCUSSION OF THE FACTORS INVOLVED IN BREATHING, THE STUDENT SHOULD BE ABLE TO IDENTIFY INTERACTIONS BASIC TO THIS PHENOMENON. | 00867020<br>00867021<br>00867022 |
| *PREREQJISITES | BLANK | 00867023 |
| *EXPERIENCE | BREATHING A DISCUSSION<br>1, MODEL OF RESPIRATORY SYSTEM WHICH SHOWS THE DIAPHRAM AND RIB CAGE ALSO, 2, FACTORS WHICH MAY BE BROUGHT INTO A DISCUSSION OF BREATHING INCLUDE A, DIFFUSION OF GASES B, OXYGEN AND REDUCED HEMOGLOBIN<br>C, MECHANICS OF BREATHING (PRESSURE DIFFERENTIALS, THE ROLE OF THE DIAPHRAGM, THE INVOLVEMENT OF INTERCOSTAL MUSCLES D, HEART LUNG RELATIONSHIPS E, INFLUENCES OF THE NERVOUS SYSTEM, | 00867011<br>00867012<br>00867013<br>00867014<br>00867015<br>00867016<br>00867017<br>00867018<br>00867019 |
| *SETTING | COLLEGE - SMALL GROUP | 00867010 |
| *MATERIALS | MODEL NOTED ABOVE | 00867005 |
| *LEVEL | GRADES 1-4 | 00867008 |
| *GENERAL | GENERALIST | 00867007 |
| *HOURS | 1/2 | 00867006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CONSTRUCT A DIAGRAM OR CHART SHOWING THE RELATION BETWEEN PROCESSES INVOLVED IN BREATHING, | 00867024<br>00867025<br>00867026 |
| *FILE | MATTER INTERACTION BIO SCI | 00867009 |

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| *OBJECTIVES | TO IDENTIFY THE RESULT OF PLACING A CELL IN A SOLUTION WHICH CONTAINS SALT MATERIALS IN GREATER CONCENTRATION THAN PRESENT WITHIN THE CELL, (HYPERTONIC SOLUTION) BY COMPARING A CELL SO TREATED WITH A NORMAL (UNTREATED) CELL SO THAT THE STUDENT MAY INFER A CAUSE OF THE RESULT NOTED, | 00390021<br>00390022<br>00390023<br>00390024<br>00390025 |
| *PREREQJISITE | MODULES ON DIFFUSION AND OSMOSIS MODULES ON CELL STRUCTURE (PLANT) | 00390026<br>00390027 |
| *EXPERIENCE | PLASMOLYSIS 1, PLACE SMALL FRAGMENTS OF PLANT MATERIALS, (LEAVES, STEMS) IN A CONCENTRATED SALT SOLUTION, THE PIECES SHOULD BE AS CLOSE TO ONE CELL THICKNESS AS POSSIBLE, 2, REMOVE FROM SALT SOLUTION WITH FORCEPS AND PLACE ON A SLIDE, 3, VIEW UNDER A MICROSCOPE, NOTING THE POSITION OF THE CELL MEMBRANE WITH RESPECT TO THE CELL WALL, 4, COMPARE WITH NORMAL CELL MATERIAL BY VIEWING UNTREATED MATERIAL FROM THE SAME PLANT UNDER THE MICROSCOPE, | 00390012<br>00390013<br>00390014<br>00390015<br>00390016<br>00390017<br>00390018<br>00390019<br>00390020 |
| *SETTING | INDEPENDENT, COLLEGE | 00390011 |
| *MATERIALS | MICROSCOPE, FRAGMENTS OF LEAVES AND STEMS, CONCENTRATED SALT SOLUTION FORCEPS, SLIDES | 00390005<br>00390006 |
| *LEVEL | GRADES 1-4 | 00390009 |
| *GENERAL | GENERALIST | 00390008 |
| *HOURS | 1/2 | 00390007 |
| *EVALUATION | 1, DRAWING OF A PLASMOLYZED CELL OBSERVED UNDER THE MICROSCOPE, 2, RELATION OF THIS CELL TO A NORMAL CELL BY THE STUDENT, 3, DRAWING OF AN INFERENCE BY THE STUDENT AS TO THE CAUSE OF THE CHANGE IN THE CONDITIONS NOTED, | 00390028<br>00390029<br>00390030<br>00390031 |
| *FILE | MATTER INFERENCE PLASMOLYSIS | 00390010 |

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| *OBJECTIVES | TO IDENTIFY OBSERVATIONS ABOUT WATER UPTAKE BY PLANTS AND USE THESE TO MAKE PREDICTIONS OF WATER UPTAKE OVER A PERIOD OF TIME BY MEANS OF A GRAPH, BSCS VOLUMETER SET UP IS ALSO A BEAUTY FOR UPTAKE IDEAS, | 00399020<br>00399021<br>00399022<br>00399023 |
| *PREREQJISITE | MODULE ON PLANT GROWTH | 00399024 |
| *EXPERIENCE | TRANSLOCATION: (A) REFERENCE: AAAS - SCIENCE - A PROCESS | 00399011 |

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| | APPROACH, PART 4, 1965 P, 166,167 1, CONSTRUCT TUBE AS | 00399012 |
| | PER INSTRUCTIONS, P, 167,168, AND FILL WITH INANIMATE | 00399013 |
| | OBJECT, 2, CONSTRUCT TUBE AS IN (1) ABOVE, AND FILL WITH | 00399014 |
| | A PLANT PREPARED AS IN INSTRCUTIONS (P, 167), 3, SEAL AS | 00399015 |
| | PER INSTRUCTIONS (P, 167) 4, KEEP AN HOURLY RECORD OF THE | 00399016 |
| | WATER LEVEL IN EACH TUBE THROUGHOUT THE DAY, (TAKE 5-6 | 00399017 |
| | READINGS) RESERVOIR: VARIATIONS IN WATER UPTAKE AS A | 00399018 |
| | FUNCTION OF LIGHT, | 00399019 |
| *SETTING | LARGE GROUP, COLLEGE | 00399010 |
| *MATERIALS | P, 166-168 IN ABOVE REFERENCE | 00399005 |
| *LEVEL | BLANK | 00399008 |
| *GENERAL | GENERALIST | 00399007 |
| *HOURS | ONE HOUR SPREAD OVER 4-5 HRS, | 00399006 |
| *EVALUATION | CONSTRUCTION OF A GRAPH AND PREDICTING WATER UPTAKE BY | 00399025 |
| | PLANTS OVER A PERIOD OF TIME, | 00399026 |
| *FILE | MATTER PREDICTIONS TRANSLOCATION | 00399009 |

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| *OBJECTIVES | TO OBSERVE THE MOVEMENT OF WATER ACROSS A MEMBRANE FROM AN | 00400028 |
| | AREA OF HIGHER WATER CONCENTRATION TO AN AREA OF LOWER | 00400029 |
| | WATER CONCENTRATION, AND TO INFER A RELATIONSHIP BETWEEN A | 00400030 |
| | NONLIVING EXAMPLE OF THIS PHENOMENON AND ONE INVOLVING | 00400031 |
| | LIVING MATERIAL, | 00400032 |
| PREREQUISITE | MODULE ON DIFFUSION, MODULE ON CELL STRUCTURE (PLANT) | 00400033 |
| | MODULE ON CELL STRUCTURE (ANIMAL) | 00400034 |
| *EXPERIENCE | OSMOSIS: 1, COVER THE CUP END OF A THISTLE TUBE WITH | 00400011 |
| | CELLOPHANE OR BLADDER SKIN (OR COMMERICAL SEMI-PERMEABLE | 00400012 |
| | MEMBRANE) WITH A RUBBER BAND, | 00400013 |
| | MEMBRANE) WITH A RUBBER BAND, 2, PLACE A CONVENIENT | 00400014 |
| | QUANTITY OF A 2 M SOLUTION OF SUCROSE IN WATER IN THE | 00400015 |
| | TUBE, (MAKE SURE THAT THE LEVEL OF SOLUTION IN THE TUBE | 00400016 |
| | IS NOT MORE THAN 1/3 THE DISTANCE FROM THE BOTTOM TO THE | 00400017 |
| | TOP OF THE TUBE,) 3, PLACE THE TUBE INTO A CONTAINER OF | 00400018 |
| | WATER AND CLAMP SECURELY IN PLACE WELL BELOW THE WATER | 00400019 |
| | LINE, (MARK THE SOLUTION LEVEL IN THE TUBE,) 4, ALLOW TO | 00400020 |
| | STAND UNTIL A NOTICEABLE DIFFERENCE IN SOLUTION LEVEL | 00400021 |
| | OCCURS, 5, A CARROT MAY BE USED IN PLACE OF A THISTLE | 00400022 |
| | TUBE, A, CUT A SECTION OF CARROT ABOUT 2 INCHES IN HT, | 00400023 |
| | B, CORE THE CARROT, LEAVING AS THIN A WALL AS PERMISSIBLE | 00400024 |
| | STILL RETAINING AN INTACT CELL STRUCTURE OF THE CARROT, | 00400025 |
| (BOTTOM INTACT) | C, ATTACH A PIECE OF GLASS TUBING TO THE TOP(OPEN) END | 00400026 |
| | WITH RUBBER TUBING, D, PREPARE AND OBSERVE AS ABOVE, | 00400027 |
| *SETTING | INDEPENDENT, COLLEGE | 00400010 |
| *MATERIALS | AS NOTED ABOVE | 00400005 |
| *LEVEL | GRADES 1-4 | 00400008 |
| *GENERAL | GENERALIST | 00400007 |
| *HOURS | 3/4 | 00400006 |
| *EVALUATION | 1, DESCRIBE THE RESULTS OBTAINED IN EACH CASE, | 00400035 |
| | 2.CONSTRUCT AN INFERENCE WHICH SUPPORTS THE RESULTS IN (1) | 0040036 |
| | 3, STUDENT MAY BE ASKED TO INFER A RELATIONSHIP BETWEEN | 00400037 |
| | THE CELLOPHANE MEMBRANE COVERING THE THISTLE TUBE AND A | 00400038 |
| | CELL MEMBRANE, I,E, OF A PLANT OR ANIMAL CELL, | 00400039 |
| *FILE | OSMOSIS EXPERIEMENT WATER CONCENTRATION | 00400009 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00954 27 |
| | TO INFER A CORRECT RELATIONSHIP BETWEEN THE DECOMPOSITION | 00954 28 |
| | OF A COMPOUND INTO SIMPLER SUBSTANCES AND THE TRANSFER OF | 00954 29 |
| | ELECTRICAL ENERGY TO CHEMICAL BOND ENERGY, ≥IT IS NOT | 00954 30 |
| | REQUIRED THAT THE STUDENT LABEL [BOND ENERGY[ AS SUCH - | 00954 31 |
| | SIMPLY THAT RELATE [USE[ OF ELECTRICAL ENERGY IN THE | 00954 32 |

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| | DECOMPOSITION OF A COMPOUND* | 00954 | 33 |
| *PREREQUISITE | MODULE - KINETIC MOLECULAR THEORY | 00954 | 34 |
| *EXPERIENCE | THE DECOMPOSITION OF COMPOUNDS TO FORM SIMPLER SUBSTANCES | 00954 | 11 |
| | THE ELECTROLYSIS OF WATER IS SUGGESTED FOR THIS | 00954 | 12 |
| | EXPERIMENT. 1. USE A HOFFMAN APPARATUS CONTAINING WATER | 00954 | 13 |
| | TO WHICH HAS BEEN ADDED ENOUGH SULFURIC ACID TO RENDER THE | 00954 | 14 |
| | WATER A CONDUCTING MEDIUM. 2. EMPHASIZE THAT A VOLTAGE | 00954 | 15 |
| | OF 8 VOLTS IS REQUIRED IN ORDER FOR THE WATER TO | 00954 | 16 |
| | DECOMPOSE. 3. ASK THE STUDENTS FOR VISUAL EVIDENCE THAT | 00954 | 17 |
| | A REACTION IS TAKING PLACE. 4. BY REDUCING THE VOLTAGE, | 00954 | 18 |
| | SHOW THE DEPENDENCE OF THE REACTION ON THE VOLTAGE. 5. | 00954 | 19 |
| | TEST THE PRODUCTS FORMED. DISCUSS PROPERTIES OF HYDROGEN | 00954 | 20 |
| | AND OXYGEN. 6. DISCUSSION. ASK THE STUDENTS WHERE THE | 00954 | 21 |
| | ENERGY (GOES). EXPLAIN THAT UNDER ORDINARY CONDITIONS | 00954 | 22 |
| | WATER WILL NOT FORM HYDROGEN AND OXYGEN. THE STUDENTS | 00954 | 23 |
| | HAVE HAD NO PREVIOUS EXPERIENCE WITH BOND ENERGIES, SO IT | 00954 | 24 |
| | WILL BE NECESSARY TO TELL THEM THAT BREAKING CHEMICAL | 00954 | 25 |
| | BONDS REQUIRES ENERGY. | 00954 | 26 |
| *SETTING | SMALL GROUP 2-12 STUDENTS* COLLEGE | 00954 | 10 |
| *MATERIALS | AS ABOVE | 00954 | 5 |
| *LEVEL | GRADES 1-4 | 00954 | 8 |
| *GENERAL | GENERALIST | 00954 | 7 |
| *HOURS | 1/2 | 00954 | 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO LIST ONE EXPERIMENTAL (PROOF) | 00954 | 35 |
| | FOR EACH SUBSTANCE THAT HYDROGEN AND OXYGEN ARE PRODUCTS | 00954 | 36 |
| | OF AN INTERACTION BETWEEN THE ELECTRICAL ENERGY PUT INTO | 00954 | 37 |
| | THE SYSTEM AND WATER, AND TO ACCOUNT FOR THE SUPPOSED | 00954 | 38 |
| | (CONSUMPTION) OF ELECTRICAL ENERGY IN THE PROCESS. | 00954 | 39 |
| *FILE | MATTER PHYS. SCI INTERACTION ENERGY | 00954 | 9 |

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| *OBJECTIVE | THE STUDENT SHOULD BE ABLE TO IDENTIFY AND DISCUSS | 00939 | 15 |
| | CIRCUMSTANTIAL EVIDENCE FOR THE EXISTENCE OF INVISIBLE | 00939 | 16 |
| | PARTICLES. | 00939 | 17 |
| *PREREQUISITE | BLANK | 00939 | 18 |
| *EXPERIENCE | VIEW THE FILM (EVIDENCE FOR MOLECULES AND ATOMS) 19 | 00939 | 11 |
| | MINUTES BY ENCYCLOPEDIA BRITANNICA FILMS FOLLOWING THE | 00939 | 12 |
| | VIEWING THE STUDENTS SHOULD PARTICIPATE IN A DISCUSSION | 00939 | 13 |
| | TO RECALL AND QUESTION THE EVIDENCE CITED IN THE FILM. | 00939 | 14 |
| *SETTING | LARGE GROUP COLLEGE | 00939 | 10 |
| *MATERIALS | BLANK | 00939 | 5 |
| *LEVEL | ALL GRADES | 00939 | 8 |
| *GENERAL | GENERALIST | 00939 | 7 |
| *HOURS | 1/2 | 00939 | 6 |
| *EVALUATION | THE STUDENT SHOULD BE ABLE TO STATE AND DISCUSS ONE | 00939 | 19 |
| | EXPERIMENTAL FACT THAT PROVIDES CIRCUMSTANTIAL EVIDENCE | 00939 | 20 |
| | FOR THE EXISTENCE OF INVISIBLE PARTICLES. | 00939 | 21 |
| *FILE | MATTER PHYS SCI ATOMS + MOLECULES | 00939 | 9 |

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| *OBJECTIVES | AT THE END OF THIS EXERCISE THE STUDENT SHOULD BE ABLE TO | 00855030 | |
| | CORRECTLY CLASSIFY SUBCELLULAR FORMS OF LIFE. | 00855031 | |
| *PREREQUISITES | NONE | 00855032 | |
| *EXPERIENCE | PRIMITIVE LIFE FORMS | 00855011 | |
| | A DISCUSSION MAY INCLUDE CONSIDERATION OF THE VIRUSES AND | 00855012 | |
| | BACTERIA. IF IT IS EXPLAINED TO THE STUDENTS THAT SOME | 00855013 | |
| | WORKERS CLASSIFY BACTERIA AS UNICELLULAR ORGANISMS (PRO- | 00855014 | |
| | CARYOTIC CELLS WITH THE BLUE GREEN ALGAE-CYANOPHYTA), | 00855015 | |
| | (REF. MORRISON, JOHN H. FUNCTIONAL ORGANELLES, REINHOLD, | 00855016 | |
| | 1966). WHEN BACTERIA ARE NOT CONSIDERED AS UNICELLULAR | 00855017 | |
| | PLANT FORMS, THEY ARE DESCRIBED AS ANULEAR CELLS, THE BAS- | 00855018 | |

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|---|---|---|
| | IC CHARACTERISTICS OF WHICH ARE THE PRESENCE OF PROTO- | 00855019 |
| | PLASMIC MATERIAL SURROUNDED BY A MEMBRANE, THE VIRUSES | 00855020 |
| | MAY BE DEMONSTRATED BY USE OF ELECTRON PHOTOMICROGRAPHS, | 00855021 |
| | THEIR BASIC CHARACTERISTICS SHOULD BE DESCRIBED, BACTERIA | 00855022 |
| | MAY BE DEMONSTRATED BY USE OF A MICROPROJECTOR AND PRE- | 00855023 |
| | VIOUSLY PREPARED SLIDES OF COMMON FORMS, DISCUSSION SHOULD | 00855024 |
| | INCLUDE COMMON TECHNIQUES OF PREPARATION OF SLIDES FOR | 00855025 |
| | VIEWING THE MAGNIFICATION NECESSARY FOR VIEWING, THE BASES | 00855026 |
| | OF CLASSIFICATION, RELATION TO PLANT AND ANIMAL FORMS, AND | 00855027 |
| | THEIR IMPORTANCE (BOTH FROM A POSITIVE AND NEGATIVE | 00855028 |
| | STANDPOINT), | 00855029 |
| *SETTING | COLLEGE * LARGE GROUP | 00855010 |
| *MATERIALS | BLANK | 00855005 |
| *LEVEL | GRADES 1-4 | 00855008 |
| *GENERAL | GENERALIST | 00855007 |
| *HOURS | 1/2 | 00855006 |
| *EVALUATION | PREPARATION BY THE STUDENT OF A SET OF DRAWINGS ILLU- | 00855033 |
| | STRATING PRIMITIVE FORMS OF LIFE, LABELLING STRUCTURES ON | 00855034 |
| | WHICH CLASSIFICATION IS BASED, | 00855035 |
| *FILE | MATTER CLASSIFICATIONS BIO SCI | 00855009 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT SHOULD EXPERIENCE SOME OF THE DIFFICULTIES | 01305 19 |
| | INVOLVED IN ORDERING RELATIVE EVENTS IN TIME, | 01305 20 |
| *PREREQJISITE | NONE | 01305 21 |
| *EXPERIENCE | EACH STUDENT SHOULD LIST THREE EVENTS IN HIS LIFE IN | 01305 11 |
| | CHRONOLOGICAL ORDER OMITTING THE SPECIFIC DATES, E.G, | 01305 12 |
| | ACCIDENT, TRIP, STARTING SCHOOL, SPECIAL GIFT ETC, THE | 01305 13 |
| | STUDENT SHOULD ADD TO HIS LIST THE EVENTS LISTED BY TWO OF | 01305 14 |
| | HIS CLASSMATES, AND THEN ATTEMPT TO PLACE ALL NINE EVENTS | 01305 15 |
| | IN ORDER OF OCCURENCE, HE SHOULD EXAMINE THE DIFFICULTIES | 01305 16 |
| | INVOLVED IN ORDERING THE EVENTS AND SHOULD MAKE AN | 01305 17 |
| | ESTIMATE OF THE TIME SPAN BETWEEN EVENTS | 01305 18 |
| *SETTING | LARGE GROUP COLLEGE | 01305 10 |
| *MATERIALS | BLANK | 01305 5 |
| *LEVEL | ALL GRADES | 01305 8 |
| *GENERAL | GENERALIST | 01305 7 |
| *HOURS | 1/3 | 01305 6 |
| *EVALUATION | THE STUDENT SHOULD IDENTIFY THOSE EVENTS HE CANNOT ORDER, | 01305 22 |
| | FOR ORDERED EVENTS HE SHOULD ANSWER THE QUESTIONS 1. | 01305 23 |
| | APPROXIMATELY HOW MUCH TIME ELAPSED BETWEEN EVENTS AND 2. | 01305 24 |
| | IS THE TIME INTERVAL BETWEEN EVENTS THE SAME | 01305 25 |
| *FILE | CHANGE PHYS SCI TIME | 01305 9 |

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|---|---|---|
| *OBJECTIVES | 1, CONSTRUCT AN INFERENCE TO EXPLAIN DATA COLLECTED | 00401017 |
| | RELATING TIME AND CHANG, 2, DESCRIBE HOW DATA SUPPORT OR | 00401018 |
| | DO NOT SUPPORT AN INFERENCE CONCERNING TIME FOR A CHANGE | 00401019 |
| | TO OCCUR, | 00401020 |
| *PREREQJISITE | 1,CHILD SHOULD HAVE AN UNDERSTANDING OF WHAT A CHANGE IN | 00401021 |
| | TIME MEANS (HE SHOULD KNOW THE APPROXIMATE VALUE OF A | 00401022 |
| | MINUTE AND THAT THERE ARE UNITS OF TIME SMALLER THAN A | 00401023 |
| | MINUTE) 2, IT IS ASSUMED THAT HE HAS AN UNDERSTANDING OF | 00401024 |
| | DEGREE CHANGES IN TEMPERATURE (OR AT LEAST OF SMALL | 00401025 |
| | CHANGES IN TEMPERATURE) | 00401026 |
| *EXPERIENCE | THE VERSATILE CLOCK REF, ALYEA, H,N, AND DUTTON F,B,: | 00401011 |
| | TESTED DEMONSTRATIONS IN CHEMISTRY P,179, SUBMITTED BY | 00401012 |
| | JAMES L, DYE, M,S,U, E, LANSING, MICH- REPRINTED FROM | 00401013 |
| | THE JOURNAL OF CHEMICAL EDUCATION, 1, PERFORM THE | 00401014 |
| | DEMONSTRATION 2, INTRODUCE ONE VARIABLE, HOLDING ALL | 00401015 |
| | OTHERS CONSTANT; MAKE 4 MEASUREMENTS, AND RECORD DATA, | 00401016 |

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| *SETTING | INDEPENDENT, COLLEGE | 00401010 |
| *MATERIALS | AS NOTED ABOVE | 00401005 |
| *LEVEL | ALL GRADES | 00401008 |
| *GENERAL | GENERALIST | 00401007 |
| *HOURS | 30 | 00401006 |
| *EVALUATION | 1, ORAL OR WRITTEN INFERENCE FROM STUDENT CONCERNING DATA | 00401027 |
| | HE HAS COLLECTED 2, A GRAPH DRAWN BY THE STUDENT RELATING | 00401028 |
| | TIME FOR A CHANGE TO OCCUR WITH A CHANGE IN VARIABLE | 00401029 |

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|---|---|---|
| *OBJECTIVES | TO CONSTRUCT A MODEL REPRESENTING GEOLOGIC TIME | 01301 22 |
| *PREREQUISITE | MODULES ON TIME | 01301 23 |
| *EXPERIENCE | THE STUDENT SHOULD BE PROVIDED WITH A TABLE LISTING EVENTS | 01301 11 |
| | IN TIME FROM THE PRESENT TO THE EARTHSS BEGINNING EVENTS | 01301 12 |
| | SUCH AS ICE AGE, BEGINNING OF MAN OR MAN-LIKE ANIMALS, | 01301 13 |
| | OLDEST ROCKS, JELLY FISH ETC SHOULD BE GIVEN RATHER THAN | 01301 14 |
| | NAMES OF PERIODS OR EPOCHS, DATES OR BEST KNOWN | 01301 15 |
| | APPROXIMATIONS SHOULD BE GIVEN, THE STUDENT SHOULD CHOOSE | 01301 16 |
| | A SCALE EG, 1M * 1 BILLION YEARS, AND PLOT THE DATE FROM | 01301 17 |
| | PRESENT YEARS TO THE BEGINNING OF THE EARTH ON THE | 01301 18 |
| | ADDING-MACHINE TAPE, HE MAY WISH TO PLOT THE MOST RECENT | 01301 19 |
| | MILLION YEARS USING A DIFFERENT SCALE, E.G, 1M * 1 | 01301 20 |
| | MILLION YEARS | 01301 21 |
| *SETTING | INDEPENDENT COLLEGE | 01301 10 |
| *MATERIALS | 5 M ADDING-MACHINE TAPE, METER STICK | 01301 5 |
| *LEVEL | ALL GRADES | 01301 8 |
| *GENERAL | GENERALIST | 01301 7 |
| *HOURS | 1 | 01301 6 |
| *EVALUATION | THE STUDENT SHOULD COMPLETE THE MODEL | 01301 24 |
| *FILE | CHANGE GEO SCI TIME | 01301 9 |

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|---|---|---|
| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00951 29 |
| | TO IDENTIFY AN UNKNOWN MATERIAL BY COMPARING ITS | 00951 30 |
| | PROPERTIES WITH THE RECORDED PROPERTIES OF KNOWN | 00951 31 |
| | SUBSTANCES, | 00951 32 |
| *PREREQUISITE | NONE | 00951 33 |
| *EXPERIENCE | IDENTIFICATION OF AN UNKNOWN SUBSTANCE REF,1 ZEROX | 00951 11 |
| | PROCESS CHART * ZKIT IN PROCESS OF MANUFACTURE * | 00951 12 |
| | CLASSIFYING, INTERPRETING DATA, THE UNKNOWN MATERIAL | 00951 13 |
| | BE AN ALOCHOL, AROMATIC OR ALKYL HALIDE, A TABLE SHOULD | 00951 14 |
| | BE PREPARED WHICH CONTAINS DATA ON EASILY MEASURED | 00951 15 |
| | PHYSICAL PROPERTIES OF SEVERAL HOMOLOGUES IN EACH OF THE | 00951 16 |
| | ABOVE MENTIONED GROUPS, THE UNKNOWN SHOULD BE ONE OF THE | 00951 17 |
| | COMPOUNDS LISTED, PHYSICAL PROPERTIES MAY INCLUDE BOILING | 00951 18 |
| | POINT, MELTING POINT, DENSITY, COLOR AND ODOR, THE | 00951 19 |
| | SUBJECT AREA MAY BE OPENED BY ASKING THE STUDENTS TO HELP | 00951 20 |
| | DESIGN A SERIES OF EXPERIMENTS, USING THE DATA BEFORE | 00951 21 |
| | THEM, WHICH WOULD ALLOW IDENTIFICATION OF THE UNKOWN, | 00951 22 |
| | METHODS OF CONDUCTING EXPERIMENTS SHOULD BE DISCUSSED AND | 00951 23 |
| | AS MANY [HINTS] GIVEN AS NECESSARY TO ASSIST THE GROUP IN | 00951 24 |
| | FORMULATING A SERIES OF USEFUL STEPS, STUDENTS SHOULD | 00951 25 |
| | RECORD OBSERVATIONS AND BY INTERPRETING THE DATA BEFORE | 00951 26 |
| | THEM IN RELATION TO THAT SUPPLIED BY THE TABLE, IDENTIFY | 00951 27 |
| | THE [UNKNOWN] COMPOUND, | 00951 28 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 00951 10 |
| *MATERIALS | AN UNKOWN SAMPLE FROM AMONG THOSE LISTED ABOVE, GRADUATE | 00951 5 |
| | CYLINDER, BUNSEN BURNER, WATER BATH, THERMOMETER, 150 ML, | 00951 |
| | BEAKERS, OTHER EQUIPMENT AS SUGGESTED BY STUDENTS, | 00951 |
| *LEVEL | GRADES 1-4 | 00951 8 |
| *GENERAL | GENERALIST | 00951 7 |

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|---|---|---|
| *HOURS | 2 | 00951 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CORRECTLY IDENTIFY AN UNKNOWN MATERIAL BY COMPARING ITS PROPERTIES WITH THE RECORDED PROPERTIES OF KNOWN SUBSTANCES, | 00951 34<br>00951 35<br>00951 36 |
| *FILE | MATTER PHYSICAL SCI, IDENTIFICATION | 00951 9 |

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|---|---|---|
| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE TO LIST PREDOMINANT FORCES CONTROLLING INTERACTION BETWEEN MOLECULES AND INFER HOW THE INTRODUCTION OF A VARIABLE MAY ALTER THE INFLUENCE OF SUCH FORCES, | 00849019<br>00849020<br>00849021<br>00849022 |
| *PREREQJISITES | NONE | 00849023 |
| *EXPERIENCE | COLLISIONS (INTERACTIONS) BETWEEN MOLECULES<br>FILM INTRODUCTION TO REACTION KINETICS TIME 13 MINUTES<br>CHEM STUDY USING THE REACTION BETWEEN GASEOUS CHLORINE OR IODINE AND HYDROGEN TO PRODUCE HYDROGEN CHLORIDE OR HYDROGEN IODIDE RESPECTIVELY, FACTOR INCLUDING COLLISION GEOMETRY, REVERSIBILITY ARE CONSIDERED, AS WELL AS INFLUENCE OF A CATALYST, TEMPERATURE CHANGE AND PRESSURE CHANGE, | 00849011<br>00849012<br>00849013<br>00849014<br>00849015<br>00849016<br>00849017<br>00849018 |
| *SETTING | COLLEGE - LARGE GROUP | 00849010 |
| *MATERIALS | AS ABOVE | 00849005 |
| *LEVEL | GRADES 1-4 | 00849008 |
| *GENERAL | GENERALIST | 00849007 |
| *HOURS | 1/2 | 00849006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO SHOW BY INFERENCE HOW THE INTRODUCTION OF A VARIABLE WILL INFLUENCE PREDOMINANT FORCES CONTROLLING INTERACTION BETWEEN MOLECULES, | 00849024<br>00849025<br>00849026 |
| *FILE | MATTER INTERACTION PHYS, SCI | 00849009 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE APLE TO INFER THE RESULT OF INTRODUCING A VARIABLE (CHANGE IN TEMPERATURE) ON THE AVERAGE NUMBER OF COLLISIONS OCCURRING BETWEEN GAS MOLECULES PER UNIT TIME, | 00851021<br>00851022<br>00851023<br>00851024 |
| *PREREQJISITES | MODULE COLLISIONS BETWEEN MOELCULES | 00851025 |
| *EXPERIENCE | VARIATION OF PRESSURE WITH A CHANGE IN TEMPERATURE<br>RECOMMENDED MOTION PICTURE ENTITLED GAS PRESSURE AND MOLECULAR COLLISIONS 21 MINUTES CHEM STUDY<br>A DEMONSTRATION MAY ALSO BE USED WHICH INVOLVES APPARATUS CATALOGUE 1602 WELCH SCIENTIFIC CO, PRICE 17,50,<br>THIS APPARATUS IS CONSTRUCTED TO SHOW ALTERATION OF PRESSURE WITH ALTERATION OF TEMPERATURE, IT IS SUGGESTED THAT THE DEMONSTRATION BE PERFORMED AT 6 TEMPERATURES, THE RESULTS OF WHICH MAY BE PLOTTED ON THE BLACKBOARD ON A GRAPH OF TEMPERATURE VS, PRESSURE, | 00851011<br>00851012<br>00851013<br>00851014<br>00851015<br>00851016<br>00851017<br>00851018<br>00851019<br>00851020 |
| *SETTING | LARGE GROUP | 00851010 |
| *MATERIALS | AS ABOVE | 00851005 |
| *LEVEL | GRADES 1-4 | 00851008 |
| *GENERAL | GENERALIST | 00851007 |
| *HOURS | 1/2 | 00851006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CONSTRUCT A GRAPH RELATING THE NUMBER OF COLLISIONS BETWEEN GAS MOLECULES PER UNIT TIME | 00851026<br>00851027 |
| *FILE | MATTER CHANGE PHYS, SCI, | 00851009 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT IS EXPECTED TO DESCRIBE THE BASIS OF KINETIC MOLECULAR THEORY TO THE EXTENT TO WHICH IT IS DEVELOPED DURING THE EXPERIENCE, | 00948 25<br>00948 26<br>00948 27 |
| *PREREQJISITE | NONE | 00948 28 |
| *EXPERIENCE | KINETIC MOLECULAR THEORY A SIMPLE MODEL MAY BE USED TO | 00948 11 |

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|---|---|---|
| | DEMONSTRATE THE MOTION OF GAS MOLECULES, SUGGESTED: A | 00948 12 |
| | PLASTIC BOTTLE PARTIALLY FILLED WITH COLORED BEADS OR ANY | 00948 13 |
| | OTHER MODEL THE BASIS OF WHICH IS NECESSARILY SIMILAR, | 00948 14 |
| | THE FOLLOWING POINTS SHOULD BE DEVELOPED THROUGH | 00948 15 |
| | EXPLANATION, USE OF THE MODEL FOR DEMONSTRATION PURPOSES | 00948 16 |
| | AND DISCUSSION, 1. MOLECULES ARE IN CONTINUOUS MOTION | 00948 17 |
| | 2. WHILE IN MOTION MULECULES DISPLAY AND AVERAGE VELOCITY | 00948 18 |
| | ≥SPEED•. 3. THE MOTION OF THE MOLECULES IS RANDOM 4. THE | 00948 19 |
| | DIRECTION OF MOTION IS LIMITED BY CONTINUAL COLLISIONS | 00948 20 |
| | WITH OTHER MOLECULES AND WITH THE WALLS OF THE CONTAINER | 00948 21 |
| | NOTE: NOT ALL FACTORS INVOLVED IN KINETIC MOLECULAR THEORY | 00948 22 |
| | ARE INCLUDED, THE STUDENT SHOULD NOT BE EXPECTED TO HAVE | 00948 23 |
| | INFORMATION BEYOND THE SCOPE OF THE EXPERIENCE, | 00948 24 |
| *SETTING | LARGE GROUP COLLEGE | 00948 10 |
| *MATERIALS | AS ABOVE | 00948 5 |
| *LEVEL | GRADES 1-4 | 00948 8 |
| *GENERAL | GENERALIST | 00948 7 |
| *HOURS | 1/2 | 00948 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CONSTRUCT A SUMMARY OF KINETIC | 00948 29 |
| | MOLECULAR THEORY BASED ON THIS EXPERIENCE, | 00948 30 |
| *FILE | MATTER PHYS, SCI KINETIC MOLECULARS | 00948 9 |

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| *OBJECTIVES | THE STUDENT WILL OBSERVE VISUAL EVIDENCE IN SUPPORT OF THE | 01307 19 |
| | KINETIC-MOLECULAR THEORY ≥BROWNIAN MOTION•. | 01307 20 |
| *PREREQUISITE | THE STUDENT SHOULD BE ABLE TO STATE THE KINETIC-MOLECULAR | 01307 21 |
| | THEORY OF MATTER, THE STUDENT SHOULD KNOW HOW TO USE A | 01307 22 |
| | LOW POWER MICROSCOPE | 01307 23 |
| *EXPERIENCE | 1. LABORATORY - THE STUDENT WILL OBSERVE THE MOVEMENT OF | 01307 11 |
| | FINE CARBON PARTICLES IN A DILUTE SOLUTION OF INDIA INK | 01307 12 |
| | USING A MICROSCOPE, HE CAN RECORD HIS OBSERVATIONS IN A | 01307 13 |
| | SERIES OF DRAWINGS ≥10•. SHOWING C PARTICLES AS CIRCLES AND | 01307 14 |
| | USING ARROWS TO INDICATE COLLISIONS AND CHANGES IN | 01307 15 |
| | DIRECTION 2. DISCUSSION - THE STUDENTS SHOULD OFFER | 01307 16 |
| | EXPLANATIONS FOR THE OBSERVED ERRATIC MOTION OF THE | 01307 17 |
| | PARTICLES IN TERMS OF THE KINETIC - MOLECULAR THEORY, | 01307 18 |
| *SETTING | BLANK | 01307 10 |
| *MATERIALS | DILUTE SOLN, OF INDIA INK, MICROSCOPE ≥LOWPOWER•. | 01307 5 |
| *LEVEL | ALL GRADES | 01307 8 |
| *GENERAL | GENERALIST | 01307 7 |
| *HOURS | 1/2 | 01307 6 |
| *EVALUATION | THE STUDENT SHOULD BE ABLE TO EXPLAIN THE MOTION OF THE | 01307 24 |
| | VISIBLE C PARTICLES IN TERMS OF THE INCESSANT AND | 01307 25 |
| | UNEQUAL BOMBARDMENT OF THE MOLECULES OF WATER IN WHICH | 01307 26 |
| | THEY ARE SUSPENDED, | 01307 27 |
| *FILE | MATTER PHYS, SCI, KINETIC-MOL THEORY | 01307 9 |

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| *OBJECTIVES | AS A RESULT OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00398021 |
| | TO RELATE ALL TYPES OF ELECTROMAGNETIC WAVES TO THEIR | 00398022 |
| | APPROPRIATE POSITIONS ON THE SPECTRUM | 00398023 |
| *PREREQUISITE | NONE | 00398024 |
| *EXPERIENCE | LECTURE-DEMONSTRATION-THE SPECTRUM | 00398011 |
| | DR, J, R, BRANDOU DIRECTOR SCIENCE AND MATHEMATICS | 00398012 |
| | TEACHING CENTER MICHIGAN STATE UNIVERSITY EAST LANSING, | 00398013 |
| | MICHIGAN SET UP 35MIN PROJECTOR OR OTHER LIGHT SOURCE | 00398014 |
| | A PLANT PREPARED AS IN INSTRUCTIONS (P, 167), 3, SEAL AS | 00399015 |
| | BOARD, USING UV CHALK • LIGHT WRITE UV • SHORTER | 00398016 |
| | WAVE LENGTHS TO FILL HALF THE BOARD, USE A RED | 00398017 |
| | IRRODESENT BULB TO ILLUMANATE OTHER END USE REGULAR CHALK | 00398018 |
| | TO WRITE RED TO LONGER WAVE LENGTHS, FILL ENTIRE | 00398019 |

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                BLACKBOARD,                                                    00398020
*SETTING        LARGE GROUP,  COLLEGE                                          00398010
*MATERIALS      MODEL OF THE SPECTRUM                                          00398005
*LEVEL          ALL GRADES                                                     00398008
*GENERAL        ALL CANDIDATES                                                 00398007
*HOURS          1                                                              00398006
*EVALUATION     THE STUDENT MAY BE ASKED TO CONSTRUCT/DIAGRAM OF A             00398025
                SPECTRUM ON PAPER OR ON THE BORAD,                             00398026
*FILE           SPRECTRUM  CLASSIFICATION  ELECTROMAGNETIC WAVES               00398009
*FILE           TIME-CHANGE  INPERENCE  EXPERIEMENTAL METHOD                   00401009
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*OBJECTIVE      AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE   00952 15
                TO DESCRIBE BY MEANS OF FORCE DIAGRAMS SITUATIONS IN WHICH 00952 16
                AN UNBALANCED FORCE IS ACTING ON A BODY AND SITUATIONS IN  00952 17
                WHICH NO UNBALANCED FORCE IS ACTING ON A BODY,             00952 18
*PREREQUISITE   NONE                                                       00952 19
*EXPERIENCE     FORCES, BALANCED AND UNBALANCED, WHICH ACT ON A BODY ZEROX 00952 11
                KIT ≥ZEROX PROCESS CHART• - COMMUNICATING ≥PRESENTLY IN    00952 12
                IN PROCESS OF MANUFACTURE• ≥THIS WILL REQUIRE AN           00952 13
                EXPLANATION OF THE USE OF FORCE DIAGRAMS,•                 00952 14
*SETTING        SMALL GROUP ≥1-12 STUDENTS• - COLLEGE                      00952 10
*MATERIALS      ZEROX KIT - DESCRIBED ABOVE                                00952  5
*LEVEL                                                                     00952  8
*GENERAL        GENERALIST                                                 00952  7
*HOURS          1 HOUR                                                     00952  6
*EVALUATION     THE STUDENT MAY BE ASKED TO CONSTRUCT A FORCE DIAGRAM      00952 20
                WHICH DESCRIBES EITHER A SITUATION IN WHICH AN UNBALANCED  00952 21
                FORCE IS ACTING ON A BODY, OR A SITUATION IN WHICH NO      00952 22
                UNBALANCED FORCE IS ACTING ON A BODY, OR BOTH,             00952 23
*FILE           MATTER PHYS, SCI, INTERACTION                              00952  9
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*OBJECTIVES     AT THE END OF THIS EXERCISE, THE STUDENT IS EXPECTED TO BE 00857023
                ABLE TO FORMULATE AN HYPOTHESIS REGARDING THE CONTROLLING  00857024
                MECHANISM IN THE PHTOTROPIC RESPONSE IN PLANTS,            00857025
*PREREQUISITES  MODULE - GEOTROPISM (SPECIAL MATERIALS SECTION)            00857026
*EXPERIENCE     PHOTOTROPISM                                               00857011
                OAT COLEOPTILES PREPARED AS IN THE SECTION ON SPECIAL      00857012
                MATERIALS REQUIRED (MODULE - GEOTROPISM) AND PLACED IN     00857013
                WHITE LIGHT OF FAIRLY HIGH INTENSITY FOR A PERIOD OF ONE   00857014
                HOUR MAY BE USED,  THE STUDENTS WILL OBSERVE CURVATURE     00857015
                OF THE OAT COLEOPTILES TOWARD THE LIGHT, (INNUMERABLE EX-  00857016
                PERIMENTS BY A NUMBER OF INVESTIGATORS SHOW THAT INCOLE     00857017
                ACETIC ACID AND OTHER PLANT AUXINS APPEAR TO CONTROL THE   00857018
                PHOTOTROPIC MECHANISM),  EXPERIMENTS REGARDING THE CON-    00857019
                TROLLING MECHANISM OF PHOTOTROPIC CURVATURE SHOULD BE       00857020
                DISCUSSED,  SOME OF THESE MAY BE REPEATED IF LABORATORY    00857021
                EQUIPMENT PERMITS,                                         00857022
*SETTING        COLLEGE  -  SMALL GROUP                                    00857010
*MATERIALS      NONE                                                       00857005
*LEVEL          GRADES  1-4                                                00857008
*GENERAL        GENERALIST                                                 00857007
*HOURS          1/2                                                        00857006
*EVALUATION     THE STUDENT MAY BE ASKED TO FORMULATE AN HYPOTHESIS FROM   00857027
                INFERENCES DRAWN BY OBSERVING THE RESULTS OF EXPERIMENTS   00857028
                ON PHOTOTROPISM,                                           00857029
*FILE           MATTER   INTERACTION   BIO SCI                             00857009
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| *OBJECTIVES | THE CONSTRUCTION OF SEVERAL METHODS BY WHICH THE PRINCIPAL | 00393022 |
| | OF ACTIVE TRANSPORT MAY BE TRANSFERRED TO CHILDREN OF | 00393023 |
| VARYING ELEMENTARY SCHOOL LEVELS, SO THAT THE STUDENT MAY FURTHER | | 00393024 |
| | CONSTRUCT OTHER METHODS FOR CONVEYING THE SAME PRINCIPLE, | 00393025 |
| *PREREQUISITE | MODULE - ACTIVE TRANSPORT | 00393026 |
| *EXPERIENCE | THE PREPARATION OF MATERIALS SUITABLE FOR TRANSFERRING THE | 00393011 |
| | PRINCIPLE OF ACTIVE TRANSPORT TO LANGUAGE SIMPLE ENOUGH | 00393012 |
| | FOR CHILDREN TO UNDERSTAND, THE STUDENT IS SHOWN | 00393013 |
| | SEVERAL IDEAS FROM WHICH ANIMATED SLIDE SETS MAY BE | 00393014 |
| | CREATED WHICH WOULD ILLUSTRATE THE ABOVE PRINCIPLE, | 00393015 |
| | I, SMALL ENGINE TOTING OVERLARGE LOAD UP STEEP GRADIENT | 00393016 |
| | (THE CELL MEMBRANE) WITH A GREAT DEAL OF EFFORT, FINALLY | 00393017 |
| | MAKING THE TOP, AND SWOOPING INTO THE CELL, II, TINY | 00393018 |
| | DWARFS (ENERGY) PUSHING ROCKS (IONS) LARGER THAN | 00393019 |
| | THEMSELVES UP STEEP GRADIENT (CELL MEMBRANE) AND INTO CELL | 00393020 |
| | WIPING BROWS, SHOWING FATIGUE (LOSS OF ENERGY), | 00393021 |
| *SETTING | INDEPENDENT, COLLEGE | 00393010 |
| *MATERIALS | BLANK | 00393005 |
| *LEVEL | ALL GRADES 1-4 | 00393008 |
| *GENERAL | GENERALIST | 00393007 |
| *HOURS | 2 | 00393006 |
| *EVALUATION | THE STUDENTS MAY BE ASKED TO SUGGEST METHODS OF | 00393027 |
| | DEMONSTRATING ENERGY EXPENDED WITHIN THE CELL MEMBRANE IN | 00393028 |
| | TRANSPORTING MATERIALS AGAINS A CONCENTRATION GRADIENT | 00393029 |
| | INTO THE CELL. | 00393030 |
| *FILE | ENERGY INFERENCE INSTRUCTION | 00393009 |

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|---|---|---|
| *OBJECTIVES | BY USING SIMPLE MODELS OF HYDROGEN, OXYGEN AND WATER, THE | 00947 29 |
| | STUDENT SHOULD BE ABLE TO ACCURATELY DESCRIBE THE NUMBERS | 00947 30 |
| | AND KINDS OF ATOMS PRESENT AND HOW THEY ARE HELD TOGETHER | 00947 31 |
| | TO FORM MOLECULES. | 00947 32 |
| *PREREQUISITE | NONE | 00947 33 |
| *EXPERIENCE | MODELS OF ELEMENTS AND COMPOUNDS RECOMMENDED. DISC | 00947 11 |
| | MOLECULAR MODELS >A KIT< W. A. BENJAMIN, NEW YORK, N.Y. | 00947 12 |
| | THESE ARE COLOR CODED AND INCLUDE STRIPS OF PLASTIC TUBING | 00947 13 |
| | WHICH MAY BE USED TO LINK ATOMS. THE COLOR CODED DISCS | 00947 14 |
| | REPRESENT COMMON ATOMS AND CONTAIN AS MANY POINTS OF | 00947 15 |
| | ATTACHMENT AS EACH ATOM REQUIRES FOR BONDING, I.E., ONE | 00947 16 |
| | POINT OF ATTACHMENT FOR HYDROGEN, FOUR FOR CARBON. THEY | 00947 17 |
| | ARE INEXPENSIVE >UNDER $4.00 PER KIT< AND SIMPLE ENOUGH | 00947 18 |
| | FOR BEGINNING STUDENTS TO USE, AT THE SAME TIME ALLOWING | 00947 19 |
| | AN ACCURATE REPRESENTATION OF BONDING, WHICH IS ESSENTIAL | 00947 20 |
| | IF THE STUDENT IS TO UNDERSTAND LATER MODULE ENTITLED (THE | 00947 21 |
| | DECOMPOSITION OF COMPOUNDS TO FORM SIMPLER SUBSTANCES). | 00947 22 |
| | IT IS SUGGESTED THAT THE INSTRUCTOR PRESENT SEVERAL SIMPLE | 00947 23 |
| | EXAMPLES OF MOLECULES WHICH ARE COVALENTLY BONDED, AND | 00947 24 |
| | EXPLAIN THAT A LINK IS FORMED BETWEEN ATOMS BY SHARING OF | 00947 25 |
| | ELECTRONS. THE STUDENTS SHOULD THEN BE ASKED TO MAKE | 00947 26 |
| | MODELS OF HYDROGEN, OXYGEN AND WATER. >OTHER SIMPLE | 00947 27 |
| | MOLECULES MAY BE INCLUDED IF DESIRED.< | 00947 28 |
| *SETTING | INDEPENDENT COLLEGE | 00947 10 |
| *MATERIALS | BLANK | 00947 5 |
| *LEVEL | ALL GRADES | 00947 8 |
| *GENERAL | SPECIALIST | 00947 7 |
| *HOURS | 1 | 00947 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CONSTRUCT A MODEL OF ONE OR | 00947 34 |
| | MORE SIMPLE MOLECULES AND EXPLAIN HOW THE ATOMS ARE HELD | 00947 35 |
| | TOGETHER IN THE MOLECULE. | 00947 36 |
| *FILE | MATTER PHYS. SCI. COVALENT BONDS | 00947 9 |

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|---|---|---|
| *OBJECTIVES | THE POOLING OF DATA OBTAINED BY EACH STUDENT IN MODULE ENTITLED THE CLOCK REACTION, TO COMPARE AND DISCUSS THE EFFECT OF THE INTRODUCTION OF A VARIABLE ON THE TIME NECESSARY FOR A CHANGE TO OCCUR, | 00394014<br>00394015<br>00394016<br>00394017 |
| *PREREQJISITE | MODULE ENTITLED THE CLOCK REACTION | 00394018 |
| *EXPERIENCE | DISCUSSION OF THE CLOCK REACTION A DISCUSSION AND POOLING OF RESULTS OBTAINED BY INTRODUCING VARIALRES INTO THE EXPERIMENT ENTITLED THE CLOCK REACTION, | 00394011<br>00394012<br>00394013 |
| *SETTING | LARGE GROUP, COLLEGE | 00394010 |
| *MATERIALS | NONE | 00394005 |
| *LEVEL | GRADES 1-4 | 00394008 |
| *GENERAL | GENERALIST | 00394007 |
| *HOURS | 1/2 | 00394006 |
| *EVALUATION | THE CONSTRUCTION BY THE GROUP, OR BY EACH INDIVIDUAL, OF COMPOSITE GRAPHS OF EACH VARIABLE VS, REACTION TIME, CAN ALSO INTRODUCE ERROR | 00394019<br>00394020<br>00394021 |
| *FILE | MATTER INFERENCE ERROR | 00394009 |

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| *OBJECTIVES | THE STUDENT SHOULD BE ABLE TO IDENTIFY AND CITE EXAMPLES OF SHARP AND DIFFUSE INTERFACES, AND PREDICT THE EFFECT OF A CHANGE IN SCALE OF OBSERVATION ON THE ABRUPTNESS OF AN INTERFACE | 01306 21<br>01306 22<br>01306 23<br>01306 24 |
| *PREREQJISITE | BLANK | 01306 25 |
| *EXPERIENCE | DEFINE AN INTERFACE AND DISCUSS INTERFACES WITH SHARP AND DIFFUSE BOUNDARIES, MANY EXAPLES OF SHARP INTERFACES CAN BE FOUND IN THE IMMEDIATE ENVIRONMENT, DIFFUSE INTERFACES CAN BE ILLUSTRATED BY IMMERSING A SPONGE IN WATER, PLACING A CHUNK OF HALITE OR A COLORED ICE CUBE IN WATER, PHOTOGRAPHS OF FOGS, CLOUDS, GALAXIES, LAKE OR OCEAN BOTTOMS, DUST STORM ETC CAN BE SHOWN, DISCUSS THE EFFECT OF OBSERVING THE SAME INTERFACE AT DIFFERENT SCALES, ≥VERY CLOSE OBSERVATION -MICROSCOPE, ELECTRON MICROSCOPE OR AT GREAT DISTANCE.• | 01306 11<br>01306 12<br>01306 13<br>01306 14<br>01306 15<br>01306 16<br>01306 17<br>01306 18<br>01306 19<br>01306 20 |
| *SETTING | LARGE GROUP COLLEGE | 01306 10 |
| *MATERIALS | PHOTOGRAPHS AS ABOVE, SPONGE, HALITE, COLORED ICE CUBE | 01306 5 |
| *LEVEL | ALL GRADES | 01306 8 |
| *GENERAL | GENERALIST | 01306 7 |
| *HOURS | 1 | 01306 6 |
| *EVALUATION | THE STUDENT SHOULD BE ABLE TO IDENTIFY AND GIVE EXAMPLES OF SHARP AND DIFFUSE INTERFACES, HE SHOULD PREDICT THE EFFECT OF OBSERVING AT A LARGER OR SMALLER SCALE ON THE ABRUPTNESS OF THE INTERFACE | 01306 26<br>01306 27<br>01306 28<br>01306 29 |
| *FILE | CHANGE GEO SCI INTERFACE | 01306 9 |

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| *OBJECTIVES | TO SEE THE EFFECT OF REMOVAL OF MATERIAL VS, ADDITION OF MATERIAL RE THE WOODEN BLOCKS AND LEVEL OF SUBMERGENCE, TO APPLY THIS CONCEPT TO THAT OF ISOSTASY ON THE EARTH, | 00964 19<br>00964 20<br>00964 21 |
| *PREREQJISITE | BLANK | 00964 22 |
| *EXPERIENCE | PLACE TWO BLOCKS OF WOOD OF EQUAL SIZE IN THE AQUARIUM, POUR ABOUT 500 GRAMS OF SOIL ONTO EACH BLOCK, NOTE EQUAL SUBMERGENCE OF THE BLOCKS, NOW TRANSFER SOIL, IN 100 GRAM AMOUNTS, FROM ONE BLOCK TO THE OTHER, NOTE THAT ONE BLOCK SINKS, OTHER RISES, LEAD A DISCUSSION OF HOW THIS DEMONSTRATION MIGHT APPLY TO THE EARTH ≥ACCUMULATION OF SILT LEADS TO SINKING OF OCEAN FLOOR, RISING OF ADJACENT LAND MASSES.• | 00964 11<br>00964 12<br>00964 13<br>00964 14<br>00964 15<br>00964 16<br>00964 17<br>00964 18 |
| *SETTING | LARGE GROUP COLLEGE | 00964 10 |
| *MATERIALS | AQUARIUM, BLOCKS OF WOOD, SOIL | 00964 5 |
| *LEVEL | BLANK | 00964 8 |

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| *GENERAL | ALL CANDIDATES | 00964 7 |
| *HOURS | ,5 | 00964 6 |
| *EVALUATION | EACH STUDENT WILL DRAW AND LABEL WHAT HE OBSERVES | 00964 23 |
| | HAPPENING TO THE BLOCKS IN THE TANK, CLASS DISCUSSION, | 00964 24 |
| *FILE | EARTH SCI, ISOSTASY | 00964 9 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00871027 |
| | TO DESCRIBE THE FUNCTIONS PERFORMED BY THE CELL, USING | 00871028 |
| | ACTIVE CELL ORGANELLES TO DO SO, | 00871029 |
| *PREREQUISITES | MODULE - PRIMITIVE LIFE FORMS | 00871030 |
| *EXPERIENCE | FUNCTIONS PERFORMED BY CELLS | 00871011 |
| | 1, IT IS SUGGESTED THAT A MODEL OF THE CELL (THREE DIM- | 00871012 |
| | ENSIONAL) BE DEMONSTRATED WHICH SHOWS THE RELATIONSHIP OF | 00871013 |
| | CELL MEMBRANE, CYTOPLASM AND NUCLEUS TO EACH OTHER AND TO | 00871014 |
| | OTHER IMPORTANT CELL ORGANELLES, 2, SLIDES SHOULD BE MADE | 00871015 |
| | AVAILABLE AS FOLLOWS, 1, OF A CELL WITH A PROMINANT | 00871016 |
| | NUCLEUS, 2, OF A PLANT CELL, SHOWING THE CELL WALL AND | 00871017 |
| | ITS RELATIONSHIP TO THE CELL MEMBRANE, 3 OF A NERVE CELL | 00871018 |
| | TO SHOW ALTERATION OF SHAPE (OR ACCOMMODATION OF SHAPE) TO | 00871019 |
| | FUNCTION OF THE CELL, 4, OF A PLANT CELL, SHOWING | 00871020 |
| | PLASTIDS, 5, OF PLANT OR ANIMAL CELLS DISPLAYING | 00871021 |
| | OTHER IMPORTANT ORGANELLES, THE SLIDES HSOULD BE VIEWED | 00871022 |
| | BY THE STUDENTS, USING THE MICROPROJECTOR FOR THE PURPOSE | 00871023 |
| | OF MAKING TRACINGS OF THE CELLS OBSERVED, 3, ELECTRON | 00871024 |
| | PHOTOMICROGRAPHS MAY BE VIEWED (CELL ELECTRON MICRO- | 00871025 |
| | GRAPHS, TURTOX NEWS, JAN, 1968, P, 46,) | 00871026 |
| *SETTING | COLLEGE - INDEPENDENT | 00871010 |
| *MATERIALS | BLANK | 00871005 |
| *LEVEL | GRADES 1-4 | 00871008 |
| *GENERAL | GENERALIST | 00871007 |
| *HOURS | 1 | 00871006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO PREPARE A DIAGRAM OF A CELL, | 00871031 |
| | LABELLING ORGANELLES BY NAME AND FUNCTION, | 00871032 |
| *FILE | MATTER B10 SCI INTERACTION CELL FUNCTIONS | 00871009 |

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| *OBJECTIVES | AT THE END OF THE EXPERIENCE THE STUDENT SHOULD BE ABLE | 00870027 |
| | TO CONSTRUCT A SET OF SPECIFIC CONDITIONS OR STEPS | 00870028 |
| | GOVERNING CELL DIVISION, | 00870029 |
| *PREREQUISITES | MODULE FUNCTIONS PERFORMED BY CELLS | 00870030 |
| *EXPERIENCE | CELL DIVISION | 00870011 |
| | REFERENCE CELL DIVISION, DANIEL MAZIA B,S,C,S, PAM- | 00870012 |
| | PHLET 14 FUNCTIONAL ORGANELLES, JOHN H, MORRISON | 00870013 |
| | CHAPTER 5 REINHOLD, 1966, | 00870014 |
| | RECOMMEND A SET OF SLIDES (35MM) ILLUSTRATING EACH PHASE | 00870015 |
| | OF CELL DIVISION AND A SECOND SET, AVAILABLE TO EACH STUD- | 00870016 |
| | ENT, OF PREPARED MICROSCOPIC SLIDES SHOWING STEPS INVOLVED | 00870017 |
| | IN MITOSIS AND SEIOSIS, WHICH THE STUDENT MAY UTILIZE | 00870018 |
| | INDIVIDUALLY UNDER THE MICROSCOPE (USING A MICROPROJECTOR) | 00870019 |
| | REPRINTS OF ELECTRON PHOTOMICROGRAPHS (DANIEL MAZIA AND | 00870020 |
| | OTHERS) MAY BE USED TO PREPARE SLIDES OF ELECTRON PHOTO- | 00870021 |
| | GRAPHS, IF NOT AVAILABLE, THE SET OF 35MM SLIDES MAY BE | 00870022 |
| | USED BY THE INSTRUCTOR TO INTRODUCE THIS SUBJECT MATTER | 00870023 |
| | AREA, THE STUDENTS MAY THEN SELECT SLIDES FOR PURPOSE OF | 00870024 |
| | STUDY WITH THE MICROPROJECTOR, (THIS TYPE OF LESSON IS | 00870025 |
| | EASILY ADAPTED TO AUDIOTUTORIAL SYSTEMS), | 00870026 |
| *SETTING | COLLEGE - SMALL GROUP | 00870010 |
| *MATERIALS | AS ABOVE | 00870005 |
| *LEVEL | GRADES 1-4 | 00870008 |
| *GENERAL | GENERALIST | 00870007 |

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| *HOURS | 2 | 00870006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO LIST ALL O F THE IMPORTANT | 00870031 |
| | SPECIFIC STEPS INVOLVED IN MITOSIS, SUCH AS DUPLICATION OF | 00870032 |
| | EACH GENE OF EACH CHROMOSOME IN A SET OF CHROMOSOMES, | 00870033 |
| *FILE | MATTER BIO SCI CHANGE | 00870009 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00953 26 |
| | TO IDENTIFY 5 FACTORS WHICH MAY INFLUENCE THE GROWTH AND | 00953 27 |
| | DEVELOPMENT OF A PLANT, | 00953 28 |
| *PREREQUISITE | NONE | 00953 29 |
| *EXPERIENCE | FACTORS EFFECTING GERMINATION OF SEEDS, REF,: ZEROX | 00953 11 |
| | PROCESS CHART • KIT IN PROCESS OF MANUFACTURE ≥BACKGROUND | 00953 12 |
| | ONLY• A SET OF EXPERIMENTS IS SUGGESTED WHICH WOULD ALLOW | 00953 13 |
| | OBSERVATION OF THE EFFECT OF TEMPERATURE, AUXINS, | 00953 14 |
| | INORGANIC IONS, WATER AND CARBON DIOXIDE ON THE | 00953 15 |
| | GERMINATION OF SEEDS TO SEEDLINGS, AGE 3•4 DAYS, THE | 00953 16 |
| | STUDENTS MAY BE DIVIDED INTO GROUPS, EACH GROUP TO WORK ON | 00953 17 |
| | ONE VARIABLE, AND REPORT ITS FINDINGS TO THE REMAINDER OF | 00953 18 |
| | THE CLASS, ≥SEEDS MAY BE GROWN ON FILTER PATER WHICH IS | 00953 19 |
| | IN CONTACT WITH WATER≥REGIMEN FOR GROWING AVENA | 00953 20 |
| | COLEOPTILES, WIEGAND, O, F, AND SCHRANK, A, R,, BOT, GAZ, | 00953 21 |
| | 121,106,1959• ≥FOR CO2 FREE EXPERIMENTS, A MIXTURE OF | 00953 22 |
| | OXYGEN AND NITROGEN IN PROPORTIONS EQUIVALENT TO THAT IN | 00953 23 |
| | AIR IS DESIRED, THE USE OF PURE OXYGEN MAY INTRODUCE AN | 00953 24 |
| | UNDESIRED VARIABLE INTO THE EXPERIMENT,• | 00953 25 |
| *SETTING | SMALL GROUP ≥1•12 STUDENTS• COLLEGE | 00953 10 |
| *MATERIALS | SEEDS OF WHEAT, CORN OR OATS, FILTER PATER, WATER TROUGH, | 00953 5 |
| | CHEMICALS AS DESCRIBED ABOVE, AND FOR CO2 FREE EXPERIMENTS | 00953 |
| | A SEALED CONTAINER ATTACHED TO OXYGEN TANKS ONE ONE SIDE | 00953 |
| | WITH A VENT ON THE OTHER, | 00953 |
| *LEVEL | GRADES 1•4 | 00953 8 |
| *GENERAL | GENERALIST | 00953 7 |
| *HOURS | ONE HOUR PER STUDENT IN GROUP | 00953 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO IDENTIFY 5 FACTORS WHICH MAY | 00953 30 |
| | INFLUENCE THE GROWTH AND DEVELOPMENT OF A PLANT, | 00953 31 |
| *FILE | MATTER BIO, SCI, GROTH • DEV, OF PLANTS | 00953 9 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00847021 |
| | TO INTEGRATE THEORIES REGARDING EVOLUTION WITH CELL THEORY | 00847022 |
| | FOR THE PURPOSE OF BUILDING A COMPOSITE MODEL OF EVOLUTION | 00847023 |
| | THEORY, | 00847024 |
| *PREREQUISITES | NONE | 00847025 |
| *EXPERIENCE | EVOLUTION THEORY | 00847011 |
| | THE UNIFYING CONCEPT IN THE NATURAL SCIENCES • A SIMPLE | 00847012 |
| | METHOD FOR PORTRAYING ITS HISTORICAL DEVELOPMENT FOR | 00847013 |
| | DEMONSTRATION IN THE CLASSROOM, BEJAMIN M, BANTA | 00847014 |
| | DEPARTMENT OF NATURAL SCIENCE UNIVERSITY COLLEGE MICH• | 00847015 |
| | IGAN STATE UNIVERSITY E, LANSING, MICH, 48823 | 00847016 |
| | REF TURTOx NEWS P, 260•11•1967, VOL, 4• 11 AN ILL• | 00847017 |
| | USTRATED TALK USING A MODEL WHICH CORRELATES THEORIES CON• | 00847018 |
| | CERNING EVOLUTION WITH VARIOUS CELL THEORIES FROM AN | 00847019 |
| | HISTORICAL STANDPOINT, | 00847020 |
| *SETTING | LARGE GROUP | 00847010 |
| *MATERIALS | MODEL AS EXPLAINED IN REFERENCE MATERIALS | 00847005 |
| *LEVEL | GRADES 1•4 | 00847008 |
| *GENERAL | GENERALIST | 00847007 |
| *HOURS | 1 | 00847006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO SHOW BY DIAGRAM A RELATIONSHIP | 00847026 |
| | BETWEEN CELL THEORY AND THEORIES CONCERNING EVOLUTION | 00847027 |



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                WHICH MAY BE INTEGRATED,                                        00847028
*FILE           MATTER   BIO SCI CHANGE   CELL THEORY VS, EVOLUTION THEORY      00847009
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*OBJECTIVES     AT THE END OF THIS EXERCIES, THE STUDENT SHOULD BE ABLE         00858020
                TO DISCUSS SOME OF THE WAYS IN WHICH FOSSILS ARE USED TO        00858021
                CONNECT SPECIES WITH THOSE IN EXISTENCE AT THE PRESENT          00858022
                TIME,                                                           00858023
*PREREQUISITES  NONE                                                            00858024
*EXPERIENCE     FOSSILS AND EVOLUTION                                           00858011
                REF   PRESENT PROBLEMS ABOUT THE PAST,  BSCS PAMPHLET 6         00858012
                A.I.B.S., WALTER AUFFENBERG,                                    00858013
                A DISCUSSION OF THE DEVELOPMENT OF CONCEPTS RELATING            00858014
                FOSSIL REMAINS OF EXTINCT SPECIES TO SPECIES CURRENTLY IN       00858015
                EXISTENCE, AMONG THESE   1, THE IDEA THAT THE STUDY OF          00858016
                FOSSIL REMAINS COULD INDICATE THE COURSE OF EVOLUTION,          00858017
                2, DEVELOPMENT OF THEORETICAL MATHEMATICAL MODELS OF HOW        00858018
                EVOLUTION OCCURS,                                               00858019
*SETTING        COLLEGE  -  SMALL GROUP                                         00858010
*MATERIALS      AS ABOVE                                                        00858005
*LEVEL          GRADES  1-4                                                     00858008
*GENERAL        GENERALIST                                                      00858007
*HOURS          1/2                                                             00858006
*EVALUATION     THE STUDENT MAY BE ASKED TO DISCUSS IN WRITING AT LEAST         00858025
                THREE WAYS IN WHICH FOSSILS ARE USED TO CONNECT EXTINCT         00858026
                SPECIES WITH CURRENTLY LIVING SPECIES,                          00858027
*FILE           MATTER   BIO SCI   ADAPTATION AND INTERACTION                   00858009
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*OBJECTIVES     AT THE END OF THIS EXPERIENCE, THE STUDENT SHOULD BE ABLE       00859023
                TO COMPARE THE TENDENCY OF A VARIETY OF ORGANISMS BOTH          00859024
                TO EXHIBIT RESPONSES GOVERNED BY THEIR ENVIRONMENT AND TO       00859025
                CHANGE THE RESPONSE INVOLVED WITH AN APPROPRIATE CHANGE         00859026
                IN ENVIRONMENT,                                                 00859027
*PREREQUISITES  NONE                                                            00859028
*EXPERIENCE     BIOLOGICAL CLOCKS,  (TITLE COULD ALSO BE ADAPTATIONS OF         00859011
                LIVING ORGANISMS TO THEIR ENVIRONMENT)    REF  BIOLOGICAL       00859012
                CLOCKS  -  BSCS PAMPHLET 2 196?                                 00859013
                AFTER DISCUSSION OF BIOLOGICAL CLOCK SYSTEMS IN LIVING          00859014
                ORGANISMS, THE INSTRUCTOR MAY SELECT A SUITABLE SYSTEM          00859015
                (MUSSELS OR CLAMS IN SALINE IS AN EXAMPLE) TO SHOW HOW THE      00859016
                ORGANISM ADAPTS TO ITS ENVIRONMENT,  THE MUSSEL WILL            00859017
                OBLIGINGLY OPEN AND CLOSE ITS SHELL IN RESPONSE TO THE          00859018
                PRESENCE OR ARSENCE OF AN AQUEOUS (MARINE) ENVIRONMENT,         00859019
                USE OF SALT WATER ENVIRONMENT IS NECESSARY UNLESS THERE         00859020
                ARE AVAILABLE FRESH WATER SPECIMENS,  (FISH MARKETS VERY         00859021
                OFTEN HAVE AVAILABLE A SUPPLY OF SUITABLE LIVE MATERIAL,)       00859022
*SETTING        COLLEGE  -  SMALL GROUP                                         00859010
*MATERIALS      NONE                                                            00859005
*LEVEL          GRADES  1-4                                                     00859008
*GENERAL        GENERALIST                                                      00859007
*HOURS          1/2                                                             00859006
*EVALUATION     THE STUDENT MAY BE ASKED TO CITE EXAMPLES OF BIOLOGICAL         00529029
                CLOCK SYSTEMS IN WHICH A RESPONSE IS ALTERED AS A RESULT        00859030
                OF CHANGE IN ENVIRONMENT,                                       00859031
*FILE           MATTER   BIO SCI   ADAPTATION                                   00859009
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*EXPERIENCE     BIOGEOGRAPHY - THE DISTRIBUTION OF ANIMALS AND PLANTS,          00856011
                REF   BIOGEOGRAPHY,  BSCS PAMPHLET 18 WILFRED T, NEILL          00856012
                THE STUDENT MAY BE ASKED TO READ THIS MATERIAL AS A HOME-       00856013
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| | WORK ASSIGNMENT ONLY, OR TIME MAY BE ALLOWED FOR CLASS DISCUSSION AFTER THE ASSIGNMENT HAS BEEN READ, THE ABOVE PAMPHLET IS SUGGESTED AS A HOMEWORK ASSIGNMENT IF OTHER MATERIAL IS INTENDED FOR USE IN DISCUSSING ADAPTATIONS, | 00856014<br>00856015<br>00856016<br>00856017 |
| *SETTING | COLLEGE - SMALL GROUP | 00856010 |
| *MATERIALS | BLANK | 00856005 |
| *LEVEL | GRADES 1-4 | 00856008 |
| *GENERAL | GENERALIST | 00856007 |
| *HOURS | 1/2 | 00856006 |
| | IF LITTLE OTHER DISCUSSION IS INTENDED, THE CONTENTS OF THIS PAMPHLET SHOULD BE DISCUSSED IN CLASS FOR THE PURPOSE OF RELATING CAPACITY OF A SPECIES TO ADAPT TO ITS ENVIRONMENT WITH BIOGEOGRAPHY, | 00856018<br>00856019<br>00856020<br>00856021 |
| *FILE | MATTER ADAPTATION BIO SCI | 00856009 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE TO DESCRIBE THE INFLUENCE OF INTENSITY AND DURATION OF LIGHT (OR DARK) PERIOD ON THE LIFE CYCLE OF THE TOMATO PLANT, | 00848029<br>00848030<br>00848031<br>00848032<br>00848033 |
| *PREREQUISITES | NONE | 00848011 |
| *EXPERIENCE | PHOTOPERIODISM IN LIVING ORGANISMS<br>EXPERIMENT DETERMINATION OF THE OPTIMAL PHTOPERIOD FOR THE TOMATO PLANT, (A GREAT DEAL OF RESEARCH HAS BEEN COMPLETED ON THIS SUBJECT AND IS AVAILABLE AS A REFERENCE THROUGH THE BIOLOGICAL ABSTRACTS 1945-55)<br>NOTE USE TEMPERATURES ABOVE 65 F AS THE TOMATO PLANT IS ALSO SENSITIVE TO A REDUCTION IN TEMPERATURE BELOW THIS POINT, A PERIOD OF SEVERAL WEEKS TOTAL TIME IS NECESSARY FOR THE STUDENTS TO BE ABLE TO FULLY VISUALIZE RESULTS INTO THE FRUITING STATE, STARTER PLANTS MAY BE USED TO SHORTEN TOTAL TIME NEEDED, IF THE EXPERIMENT IS PERFORMED IN THE SPRING, STARTER PLANTS ARE USUALLY READILY AVAILABLE THROUGH LOCAL SUPPLY HOUSES, EXPERIMENT SHOULD INFLUENCE OF DARK PERIOD AS OPPOSED TO PERIOD OF LIGHT,<br>REQUIRED REFERENCE - PHOTOPERIODISM IN ANIMALS, B.S.C.S PHAMPLET 15, 1964 FOR A CONSIDERATION OF REPRODUCTIVE MECHANISMS AND PROTECTIVE MECHANISMS WHICH ARE CONTROLLED BY THE PHOTOPERIOD, | 00848011<br>00848012<br>00848013<br>00848014<br>00848015<br>00848016<br>00848017<br>00848018<br>00848019<br>00848020<br>00848021<br>00848022<br>00848023<br>00848024<br>00848025<br>00848026<br>00848027<br>00848028 |
| *SETTING | COLLEGE - SMALL GROUP | 00848010 |
| *MATERIALS | TOMATO PLANTS, MATERIALS AND EQUIPMENT NECESSARY TO GROW PLANTS, EQUIPMENT NECESSARY TO CONTROL PERIOD AND INTENSITY OF LIGHT, | 00848005<br>00848005<br>00848005 |
| *LEVEL | GRADES 1-4 | 00848008 |
| *GENERAL | GENERALIST | 00848007 |
| *HOURS | 1 | 00848006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO COMPARE PLANTS WHICH HAVE BEEN EXPOSED TO DIFFERENT PHOTOPERIODS AND INTENSITY OF LIGHT FOR POSSIBLE DIFFERENCES IN GROWTH, MATURATION AND APPEARANCE OF FRUIT, | 00848034<br>00848035<br>00848036<br>00848037 |
| *FILE | MATTER INTERACTION PHOTOPERIODISM | 00848009 |

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| *OBJECTIVES | GIVEN A CLOSED SYSTEM AND MATERIALS AS DESCRIBED IN EXPERIENCE SECTION, COMPARE ACCUMULATION OF WATER ON THE SURFACE OF A PLANT ANT THE INNER SURFACE OF A CLOSED SYSTEM WITH THAT ACCUMULATED BY AN INANIMATE OBJECT UNDER IDENTICAL CONDITIONS, AND IDENTIFY INFERENCES ABOUT WATER LOSS FROM PLANTS BASED ON OBSERVATIONS OF EXPERIMENTS DEMONSTRATING THIS PHENOMON, | 00395030<br>00395031<br>00395032<br>00395033<br>00395034<br>00395035<br>00395036 |

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| *PREREQUISITE | MODULES ON PLANT GROWTH AND TRANSLOCATION | 00395037 |
| *EXPERIENCE | TRANSPIRATION REFERENCE: SCIENCE-A PROCESS APPROACH AAAS | 00395013 |
| | PART 4 1965 P. 168 A. PLACE PLANT PREPARED AS IN | 00395014 |
| | PHOTOGRAPH, P. 168 IN A CLOSED SYSTEM, B. PLACE INANIMATE | 00395015 |
| | OBJECT PREPARED AS IN (A) ABOVE IN A CLOSED SYSTEM, | 00395016 |
| | C. AFTER SEVERAL HOURS, NOTE ACCUMULATION OF MOISTURE ON | 00395017 |
| | INNER SIDES OF CLOSED SYSTEM AND ON THE PLANT AND | 00395018 |
| | INANIMATE OBJECT, D. COMPARE PLANT AND INANIMATE OBJECT, | 00395019 |
| | NOTE ANY DIFFERENCES IN TOTAL AMOUNT OF MOISTURE | 00395020 |
| | ACCUMULATED, E. VARY THE CONDITIONS IMPOSED ON THE PLANT | 00395021 |
| | BY (A) COATING THE TOPS OF LEAVES WITH VASELINE | 00395022 |
| | (B) COATING THE BOTTOMS OF THE LEAVES WITH VASELINE | 00395023 |
| | (C) COATING BOTH TOPS AND BOTTOMS OF LEAVES WITH VASELINE | 00395024 |
| | (D) COATING THE STEM WITH VASELINE BEFORE CARRYING OUT | 00395025 |
| | ABOVE EXPERIMENT, RESERVOIR: 1, WORK DONE BY PLANT TO | 00395026 |
| | RAISE WATER 2, PER CENT WATER LOSS BY PLANT (90%) OF | 00395027 |
| | UPTAKE; WATER LOSS BY ONE CORN PLANT IS IN AREA OF ONE | 00395028 |
| | HALF GALLON (4PINTS) PER DAY) 3, EFFICIENCY OF SYSTEM | 00395029 |
| *SETTING | LARGE GROUP, COLLEGE | 00395012 |
| *MATERIALS | PAGE 166-169 IN ABOVE REFERENCE (CLOSED SYSTEM MAY BE | 00395005 |
| | CONSTRUCTED OF SARAN WRAP, A WIRE FRAME, AND SCOTCH TAPE) | 00395006 |
| *LEVEL | GRADES 1-4 | 00395010 |
| *GENERAL | GENERALIST | 00395009 |
| *HOURS | 1 HOUR SPREAD THROUGHOUT A SCHOOL DAY, SOME MAY BE | 00395007 |
| | PREPREPARED BY THE TEACHER TO SAVE TIME | 00395008 |
| *EVALUATION | ORAL OR WRITTEN DESCRIPTION BY STUDENT OF INFERENCES DRAWN | 00395038 |
| | FROM EXPERIMENT | 00395039 |
| *FILE | PROCESS APPROACH TRANSPIRATION EXPERIEMENT | 00395011 |

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|---|---|---|
| *OBJECTIVES | GIVEN A PLANT IN A CONTAINER OF DYED WATER, DESCRIBE THE | 00396022 |
| | DISTRIBUTION OF THE WATER THROUGH THE PLANT IN A GIVEN | 00396023 |
| | PERIOD OF TIME AND MAKE INFERENCES ABOUT MOVEMENT OF WATER | 00396024 |
| | THROUGH A PLANT. (DO NOT COPY FOLLOWING STATEMENT | 00396025 |
| | ACTUALLY THE STUDENT IS MEASURING THE MOVEMENT OF DYE AND | 00396026 |
| | HOPING THAT THERE IS A DIRECT RELATIONSHIP BETWEEN THE | 00396027 |
| | AMOUNT OF DYE TRANSLOCATED AND THE AMOUNT OF WATER TAKEN | 00396028 |
| | UP BY THE PLANT-PRIVATE NOTE FOR OUR STAFF ONLY.) | 00396029 |
| *PREREQUISITE | MODULE ON PLANT GROWTH MODULE ON TRANSLOCATION (A) | 00396030 |
| *EXPERIENCE | TRANSLOCATION (B) REFERENCE: AAAS - SCIENCE, A PROCESS | 00396011 |
| | APPROACH, PART 4 1965 P. 166 EXPERIENCE - DESCRIBED ON | 00396012 |
| | PAGE 166 IN ABOVE REFERENCE, RESERVOIR: 1, VARIEATION IN | 00396013 |
| | WATER UPTAKE AS A FUNCTION OF LIGH 2, FORCES INVOLVED IN | 00396014 |
| | THE WORK DONE BY THE PLANT 3, RESULTS OF TRACER | 00396015 |
| | EXPERIMENTS SHOWING TRANSFLOCATION OF INORGANIC SUBSTANCES | 00396016 |
| | BY: A, USE OF MAGNETIC BOARD AND APPROPRIATE MOVABLE | 00396017 |
| | MATERIALS SHOWING A MOCK UP OF MOVEMENT OF WATER THROUGH | 00396018 |
| | THE PLANT B, PREPARATION OF AN ANIMATED SLIDES | 00396019 |
| | 4, MOVEMENT OF MATERIALS OTHER THAN WATER THROUGH THE | 00396020 |
| | PLANT BY USE OF (3) ABOVE, | 00396021 |
| *SETTING | LARGE GROUP, COLLEGE | 00396010 |
| *MATERIALS | AS ON P. 166 ABOVE | 00396005 |
| *LEVEL | BLANK | 00396008 |
| *GENERAL | GENERALIST | 00396007 |
| *HOURS | 30 MINUTES SPREAD OVER NECESSARY TIME | 00396006 |
| *EVALUATION | 1. A LIST OF OBSERVATIONS ABOUT THE EXPERIMENT FROM THE | 00396031 |
| | STUDENT 2, A DESCRIPTION BY THE STUDENT OF THE INFERENCES | 00396032 |
| | SUPPORTED BY HIS OBSERVATIONS | 00396033 |
| *FILE | PROCESS APPROACH TRANSLOCATION WATER UPTAKE | 00396009 |

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| *OBJECTIVES | AT THE CONCLUSION OF THIS EXPERIMENT THE STUDENT SHOULD BE | 00845031 |
| | ABLE TO INFER A RELATIONSHIP BETWEEN THE SIZE OF AN ANIMAL | 00845032 |
| | AND THE AMOUNT OF OXYGEN IT CONSUMES PER UNIT OF TIME, | 00845033 |
| *PREREQUISITES | BLANK | 00845034 |
| *EXPERIENCE | A SIMPLIFIED MATHOD FOR DETERMINING METABOLIC RATES OF | 00845011 |
| | SMALL LABORATORY ANIMALS, WAYNE A, MAYS REF TURTOX NEWS | 00845012 |
| | APRIL, 1966 | 00845013 |
| | THE APPARATUS SKETCHED BELOW, WHEN USED WITH A SMALL | 00845014 |
| | LABORATORY ANIMAL, ALLOWS TIME STUDIES OF OXYGEN CONSUMPTI | 00845015 |
| | ON BY THE ANIMAL, A 2 ML, PIPETTE, GRADUATED WITH A ZERO | 00845016 |
| | POINT, IS PLACED IN THE CYLINDER OF WATER TO WHICH HAS | 00845017 |
| | BEEN ADDED A SMALL AMOUNT OF DETERGENT, THE END OF THE | 00845018 |
| | PIPETTE IS CONNECTED TO THE ANIMAL CHAMBER WITH RUBBER | 00845019 |
| | TUBING, TIMING IS STARTED, AND THE PIPETTE IMMEDIATELY | 00845020 |
| | PLUNGED INTO THE CYCLINDER TO THE 2ML, MARK, THE EXPERI- | 00845021 |
| | MENT IS TERMINATED WHEN THE WATER LEVEL INSIDE OF THE | 00845022 |
| | PIPETTE HAS REACHED THE 2 ML, MARK, THE TIME FOR THIS | 00845023 |
| | TO HAPPEN IS RECORDED, THE RELATIONSHIP BETWEEN THE | 00845024 |
| | 2 ML, OF WATER ENTERING THE PIPETTE AND THE AMOUNT OF | 00845025 |
| | OXYGEN CONSUMED BY THE ANIMAL SHOULD BE MADE CLEAR TO THE | 00845026 |
| | STUDENT, ML, 02 MAY BE TRANSFORMED TO GRAMS, IF WT, IS | 00845027 |
| | DESIRED, EACH GROUP OF STUDENTS SHOULD USE A DIFFERENT AN | 00845028 |
| | IMAL, AND RESULTS OF EXPERIEMENTS BY EACH GROUP SHOULD | 00845029 |
| | BE PLACED ON THE BOARD FOR PURPOSES OF COMPARISON, | 00845030 |
| *SETTING | COLLEGE - SMALL GROUP | 00845010 |
| *MATERIALS | BLANK | 00845005 |
| *LEVEL | GRADES 1-4 | 00845008 |
| *GENERAL | GENERALIST | 00845007 |
| *HOURS | 1/2 | 00845006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CONSTRUCT A GRAPH WHICH RELATE | 00845035 |
| | S OXYGEN CONSUMPTION TO BODY SIZE, | 00845036 |
| *FILE | MATTER BIO SCI MEASURING RELATIONSHIPS | 00845009 |

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| *OBJECTIVES | TO IDENTIFY BY INFERENCE THE METHOD BY WHICH LIVING | 00392013 |
| | ORGANISMS SOLVE THE PROBLEM OF TRANSPORTING MATERIALS | 00392014 |
| | INTERNALY AGAINST A CONCENTRATION GRADIENT (SELECTIVELY) | 00392015 |
| *PREREQUISITE | MODULE ON DIFFUSION, OSMOSIS, SEMIPERMEABLE MEMBRANES | 00392016 |
| *EXPERIENCE | ACTIVE TRANSPORT SUGGEST FILM, FILM STRIP OR ANIMATED | 00392011 |
| | SLIDES ACCOMPANIED BY LECTURE BY THE PROFESSOR | 00392012 |
| *SETTING | LARGE GROUP, COLLEGE | 00392010 |
| *MATERIALS | BLANK | 00392005 |
| *LEVEL | GRADES 1-4 | 00392008 |
| *GENERAL | ALL CANDIDATES | 00392007 |
| *HOURS | BLANK | 00392006 |
| *EVALUATION | 1. THE STUDENT SHOULD BE ABLE TO ANSWER QUESTIONS | 00392017 |
| | CONCERNING SPECIFIC METHODS BY WHICH LIVING ORGANISMS ARE | 00392018 |
| | ABLE TO SELECTIVELY TRANSPORT MATERIALS INTERNALLY, | 00392019 |
| *FILE | ENERGY INFERENCE TRANSPORT | 00392009 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00842024 |
| | TO DESCRIBE BY DIAGRAM ALL OF THE MAJOR PHASES OF THE | 00842025 |
| | CARBON CYCLE, | 00842026 |
| *PREREQUISITES | MODULE 841 | 00842027 |
| *EXPERIENCE | CYCLIC INTERACTIONS INVOLVING LIFE PROCESSES (1) THE | 00842011 |
| | CARBON CYCLE | 00842012 |
| | A SERIES OF OVERLAYS SHOULD BE PREPARED WHICH WOULD | 00842013 |
| | DESCRIBE THE FOLLOWING SET OF INTERACTIONS. | 00842014 |
| | 1. THE USE OF CARBON DIOXIDE AND WATER BY PLANTS TO FORM | 00842015 |
| | SUGAR, 2. THE CONVERSION OF SUGAR TO STARCH FOR STORAGE | 00842016 |

PURPOSES, 3, CONSUMPTION OF STARCH BY ANIMALS, 4, THE CON- 00842017
VERSION OF PLANT STARCH TO ANIMAL STARCH, 5, THE USE OF 00842018
PLANTS OF SOME OF THE STARCH STORED TO FORM CARBON DIOXIDE 00842019
AND WATER, 7, THE RECYCLING OF CARBON DIOXIDE AND WATER 00842020
INTO STEP 1, THESE SHOULD BE SHOWN AND EXPLAINED TO THE 00842021
STUDENTS, (STUDENTS MAY BE ASSIGNED STUDY OF THE ABOVE 00842022
STEPS AS HOMEWORK, 00842023

*SETTING COLLEGE - LARGE GROUP 00842010
*MATERIALS TRANSPARENCIES AS ABOVE 00842005
*LEVEL GRADES 1-4 00842008
*GENERAL GENERALIST 00842007
*HOURS 1/2 00842006
*EVALUATION THE STUDENT MAY BE ASKED TO DIAGRAM ALL OF THE MAJOR 00842028
PHASES OF THE CARBON CYCLE, 00842029
*FILE MATTER BIO SCI INTERACTION 00842009

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*OBJECTIVES AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE 00843027
TO DESCRIBE BY DIAGRAM ALL OF THE MAJOR PHASES OF THE NI- 00843028
TROGEN CYCLE, 00843029
*PREREQUISITES RECCOMMEND MODULE 841 842 00843030
*EXPERIENCE CYCLIC INTERACTIONS INVOLVING LIFE PROCESSES (II) THE 00843011
NITROGEN CYCLE 00843012
A SERIES OF OVERLAYS SHOULD BE PREPARED WHICH WOULD 00843013
DESCRIBE THE FOLLOWING SET OF INTERACTIONS 00843014
1, THE USE OF INORGANIS NITROGEN CONTAINING MATERIALS FROM 00843015
THE SOIL BY PLANTS TO FORM AMINO ACIDS AND OTHER NITROGEN 00843016
CONTAINING CHEMICALS, 2, THE CONSUMPTION OF PLANT MATER- 00843017
IALS BY ANIMALS, 3, THE CONVERSION OF PLANT NITROGEN CON- 00843018
TAINING COMPOUNDS TO ANIMAL NITROGEN CONTAINING COMPOUNDS, 00843019
4, THE DECAY OF ANIMALS AND PLANTS, 5, THE CONVERSION 00843020
BY BACTERIA OF ORGANIC NITROGEN CONTAINING MATERIALS FROM 00843021
DECAYING ANIMALS AND PLANTS TO INORGANIC NITROGEN CON- 00843022
TAINING MATERIALS IN THE SOIL, 6, THE RECYCLING OF 5 INTO 00843023
1, THE CYCLE SHOULD BE EXPLAINED TO STUDENTS AND 00843024
DISCUSSED WITH THEM, A HOMEWORK ASSIGNMENT SHOULD BE GIVE 00843025
N FOR THE STUDENTS TO STUDY THE NITROGEN CYCLE, 00843026

*SETTING COLLEGE - LARGE GROUP 00843010
*MATERIALS TRANSPARENCIES AS ABOVE 00843005
*LEVEL GRADES 1-4 00843008
*GENERAL GENERALIST 00843007
*HOURS 1/2 00843006
*EVALUATION THE STUDENT MAY BE ASKED TO DESCRIBE BY DIAGRAM ALL OF THE 00843031
MAJOR PHASES OF THE NITROGEN CYCLE, 00843032
*FILE MATTER BIO SCI INTERACTION 00843009

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*OBJECTIVES AT THE END OF THIS EXPERIMENT THE STUDENT SHOULD BE ABLE 00854031
TO CONTRAST MARINE ENVIRONMENTAL CHEMICAL CONTENT AND THAT 00854032
OF THE INTERNAL ENVIRONMENT OF ORGANISMS (VERTEBRATE) 00854033
WHICH INHABIT SEA WATER, 00854034
*PREREQUISITES NONE 00854035
*EXPERIENCE BODIES OF WATER AND THE ORGANISMS WHICH INHABIT THEM 00854011
EXPERIMENT AN ANALYSIS OF THE CONTENT OF CARBONATE AND 00854012
/OR CHLORIDE PRESENT IN SEA WATER, AND THAT PRESENT IN THE 00854013
PLASMA OF MARINE ANIMALS, CARBONATE MAY BE PRECIPITATED 00854014
AS BARIUM (AMMONIACAL) AND THE CHLORIDE AS THE INSOLUBLE 00854015
LEAD SALT (OR SILVER), EACH OF THESE SUBSTANCES MAY THEN 00854016
BE DRIED AND WEIGHED, AND THE WEIGHT OF THE ANION PRESENT 00854017
CALCULATED, A BLOOD SAMPLE MAY BE USED FROM A MARINE 00854018
VERTEBRATE, AND THE PLASMA SEPARATED BY CENTRIFUGATION 00854019

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| | BEFORE TESTING, ANY GOOD TEXTBOOK ON COMPARATIVE PHYSIOL | 00854020 |
| | GY WILL YIELD FIGURES FOR COMPARISON WITH EXPERIMENTAL RE- | 00854021 |
| | SULTS, THE STUDENT WILL OBSERVE THAT THE CHEMICAL CON- | 00854022 |
| | TENT OF SEA WATER IS ROUGHLY EQUAL TO THE CHEMICAL CONTENT | 00854023 |
| | OF THE INTERNAL ENVIRONMENT OF A MARINE ANIMAL OR PLANT, | 00854024 |
| | THE STUDENT MAY THEN INFER THAT A RELATIONSHIP EXISTS BE- | 00854025 |
| | TWEEN THE CHEMICAL CONTENT OF THE INTERNAL ENVIRONMENT OF | 00854026 |
| | LIVING ORGANISMS TESTED AND THAT OF THEIR EXTERNAL EN- | 00854027 |
| | VIRONMENT, FROM THIS HYPOTHESIS MAY BE FORMULATED THAT | 00854028 |
| | MARINE VERTEBRATES SHOW AN INTERNAL ENVIRONMENTAL CHEMICAL | 00854029 |
| | CONTENT ROUGHLY EQUAL TO THEIR EXTERNAL ENVIRONMENT, | 00854030 |
| *SETTING | COLLEGE - INDEPENDENT | 00854010 |
| *MATERIALS | BLANK | 00854005 |
| *LEVEL | GRADES 1-4 | 00854008 |
| *GENERAL | GENERALIST | 00854007 |
| *HOURS | 2 | 00854006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CONTRAST THE CHEMICAL CONTENT | 00854036 |
| | OF SEA WATER WITH THE CHEMICAL CONTENT OF THE INTERNAL | 00854037 |
| | ENVIRONMENT OF ORGANISMS WHICH INHABIT SEA WATER, | 00854038 |
| *FILE | MATTER ADAPTATIONS BIO SCI | 00854009 |

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| *OBJECTIVES | TO ACQUAINT STUDENTS WITH AN EXCELLENT SOURCE FILM TO | 00962 13 |
| | BECOME FAMILIAR WITH SUCH ASPECTS OF THE SUN AS | 00962 14 |
| | COMPOSITION, ENERGY, RADIATION AND STORMS, | 00962 15 |
| *PREREQUISITE | BLANK | 00962 16 |
| *EXPERIENCE | VIEW OUR MR, SUN BELL TELEPHONE SYSTEM, 1956, 60 MIN,, | 00962 11 |
| | COLOR. | 00962 12 |
| *SETTING | LARGE GROUP COLLEGE | 00962 10 |
| *MATERIALS | FILM, PROJECTOR | 00962 5 |
| *LEVEL | ALL GRADES | 00962 8 |
| *GENERAL | ALL CANDIDATES | 00962 7 |
| *HOURS | 1 | 00962 6 |
| *EVALUATION | A WRITTEN SUMMARY OF THE FILM, | 00962 17 |
| *FILE | SOLAR SYST, SUN FILM | 00962 9 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00949 33 |
| | TO CONSTRUCT BY DIAGRAM THE GENERAL PROGRESS OF A CHAIN | 00949 34 |
| | REACTION, AND RELATE THIS BY INFERENCE TO NUCLEAR FISSION, | 00949 35 |
| *PREREQUISITE | NONE | 00949 36 |
| *EXPERIENCE | RADIATION - FACTORS INVOLVED IN A CHAIN REACTION A MODEL | 00949 11 |
| | INTENDED TO BE ANALOGOUS TO EVENTS TAKING PLACE DURING | 00949 12 |
| | NUCLEAR FISSION MAY BE CONSTRUCTED FROM A 6 FOOT BY 6 FOOT | 00949 13 |
| | BOARD TO WHICH IS ATTACHED AS MANY MOUSE TRAPS AS POSSIBLE | 00949 14 |
| | EACH OF WHICH IS SET WITH A PING PONG BALL AS (BAIT(9 | 00949 15 |
| | THIS MUST BE DONE CAREFULLY, AS THE WEIGHT OF THE BALL IS | 00949 16 |
| | NEARLY ENOUGH TO SET OFF THE TRAPS,. A PING PONG BALL | 00949 17 |
| | THROWN INTO THE CENTER OF THE BOARD WILL CAUSE ONE OF THE | 00949 18 |
| | TRAPS TO SPRING, SETTING OFF A CHAIN REACTION, THE BALLS | 00949 19 |
| | CAN BE LIKENDED TO NUCLEI OF ATOMS, THE MODEL IS | 00949 21 |
| | IMPERFECT IN THAT IT ALLOWS FOR NO (SPLITTING( OF THE | 00949 22 |
| | (NUCLEII, BUT IS USEFUL IN SHOWING THAT A CHAIN OF EVENTS | 00949 23 |
| | RAPIDLY (SNOWBALLS( AS AN INCREASING NUMBER OF PARTICLES | 00949 24 |
| | ARE PLACED IN MOTION, FROM THE ABOVE MODEL IT IS ONLY A | 00949 25 |
| | STEP TO AN EXPLANATION THAT ATOMIC ENERGY DERIVES ITS | 00949 26 |
| | VALUE FROM THE CHAIN OF EVENTS WHEREBY AN INCREASING | 00949 27 |
| | NUMBER OF ATOMS IS INVOLVED UNTIL THE SAMPLE IS RATHER | 00949 28 |
| | THOROUGHLY DEMOLISHED BY THE PROCESS, DISCUSSION MAY | 00949 29 |
| | INCLUDE RELATING THE NUMBERS OF ATOMS ULTIMATELY INVOLVED | 00949 30 |
| | TO THE TOTAL ENERGY MADE AVAILABLE THROUGH THE CHAIN | 00949 31 |

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| | REACTION, | 00949 32 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS, COLLEGE | 00949 10 |
| *MATERIALS | BLANK | 00949 5 |
| *LEVEL | GRADES 1-4 | 00949 8 |
| *GENERALI | GENERALIST | 00949 7 |
| *HOURS | 1/2 | 00949 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CONSTRUCT A DIAGRAM WHICH | 00949 37 |
| | OUTLINES THE GENERAL PROGRESS OF A CHAIN REACTION, AND | 00949 38 |
| | INFER A RELATIONSHIP BETWEEN THE MODEL OF A CHAIN REACTION | 00949 39 |
| | AND EVENTS TAKING PLACE DURING NUCLEAR FISSION, | 00949 40 |
| *FILE | MATTER PHYS, SCI, RADIATION | 00949 9 |

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| *OBJECTIVES | TO GATHER WEATHER DATA OVER A PERIOD OF 10 WEEKS TO DIS- | 00840026 |
| | COVER SOME GENERAL PATTERNS IN ATMOSPHERIC VARIABLES AND | 00840027 |
| | TO GAIN EXPERIENCE IN USING WEATHER INSTRUMENTS, | 00840028 |
| *PREREQUISITES | BLANK | 00840029 |
| *EXPERIENCE | WEATHER WATCH - STUDENTS SHOULD MAKE DAILY OBSERVATIONS | 00840011 |
| | OF WEATHER DATA FOR A 10 WEEK PERIOD AND POST RESULTS ON A | 00840012 |
| | WALL CHART, THE DATA RECORDED SHOULD INCLUDE A, DATE | 00840013 |
| | B, TIME OF OBSERVATION C, AIR TEMPERATURE D, PRESSURE | 00840014 |
| | E, WIND DIRECTION AND SPEED F, SKY CONDITION G, WEATHER | 00840015 |
| | H, PRECIPITATION, RESPONSIBILITY FOR MAKING AND RECORDING | 00840016 |
| | EACH OF THE MEASUREMENTS SHOULD BE ROTATED AMONG MEMBERS O | 00840017 |
| | F THE CLASS OR CLASSES, NEWSPAPER REPORTS MAY BE USED | 00840018 |
| | TO PROVIDE DATA OVER WEEKENDS AND HOLIDAYS, STUDENTS | 00840019 |
| | SHOULD BE REMINDED PERIODICALLY TO LOOK FOR PATTERNS AMONG | 00840020 |
| | WEATHER VARIABLES, U.S, DAILY WEATHER MAPS SHOULD BE EX- | 00840021 |
| | AMINED FREQUENTLY TO RELATE LOCAL WEATHER CHANGES TO THE | 00840022 |
| | CHANGING REGIONAL PATTERN, PUBLICATIONS A, CLOUD CHART | 00840023 |
| | B, CLIMATOLOGICAL OBSERVERS, C, DAILY WEATHER MAP U,S, | 00840024 |
| | GOVERNMENT PRINTING OFFICE, | 00840025 |
| *SETTING | BLANK | 00840010 |
| *MATERIALS | WHITE WRAPPING PAPER OR DATA SHEETS, RAIN GAUGE ANEMO- | 00840005 |
| | METER, BAROMETER, THERMOMETER, MAX-MIN THERMOMETER, | 00840005 |
| | PSCHROMETER, WIND VANE, | 00840005 |
| *LEVEL | ALL GRADES | 00840008 |
| *GENERAL | ALL CANDIDATES | 00840007 |
| *HOURS | 2 1/2 HOURS OVER TWO WEEK PERIOD | 00840006 |
| *EVALUATION | POSTING OF THE DATA ON THE WALL CHART EACH DAY, | 00840030 |
| | STUDENTS SHOULD BE ABLE TO DISCOVER A PATTERN IN A WEATHER | 00840031 |
| | VARIABLE FROM THE CHART, | 00840032 |
| | STUDENT SHOULD DEMONSTRATE AN ACCURATE READING ON EACH | 00840033 |
| | WEATHER INSTRUMENT, | 00840034 |
| *FILE | CHANGE GEO SCI WEATHER | 00840009 |
| *ABSTRACT | | |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE, THE STUDENT SHOULD BE ABLE | 00841031 |
| | TO CONSTRUCT BY DIAGRAM A VALID RELATIONSHIP BETWEEN | 00841032 |
| | ENERGY CONVERSIONS ESSENTIAL TO LIFE SUPPORT, | 00841033 |
| *PREREQUISITES | NONE | 00841034 |
| *EXPERIENCE | NONCYCLIC INTERACTIONS INVOLVING LIFE PROCESSES (ENERGY | 00841011 |
| | CONVERSIONS), | 00841012 |
| | (TO THE INSTRUCTOR - ANY TREATMENT OF ENERGY IN | 00841013 |
| | RELATION TO LIFE NECESSITATES INCORPORATION OF SEVERAL | 00841014 |
| | FACTS (1) THAT ENERGY DERIVED FROM THE SUN IS NOT RE- | 00841015 |
| | TURNED TO THE SUN (2) THAT ENERGY DISSIPATED BY ORGANISMS | 00841016 |
| | AS HEAT, LIGHT, SOUND, OR MECHANICAL ENERGY MAY | 00841017 |
| | ULTIMATELY BE DISSIPATED BY LEAKAGE FROM THE EARTH, AND | 00841018 |
| | (3) THAT 1 AND 2 SUPPORT THE SECOND LAW OF THERMODYNAMICS | 00841019 |
| | NAMELY THAT THE RANDOMNESS OF A SYSTEM TENDS TO INCREASE | 00841020 |
| | HOWEVER SLOWLY, A DISCUSSION OF ENERGY CONVERSIONS VITAL | 00841021 |

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| | TO LIFE PROCESSES MAY BE PRECEEDED BY SHOWING A SET OF SLIDES DEVELOPED AS FOLLOWS U, LIGHT ENERGY (SUN) AND | 00841022<br>00841023 |
| | TAINING LIFE, THE STUDENT SHOULD BE ABLE TO CORRECTLY INTERPRET THE ROLE OF THESE IN SUPPORTING ANY SPECIFIC LIFE, | 00844025<br>00844026<br>00844027 |
| *PREREQUISITES | MODULE 841 842 843 | |
| *EXPERIENCE | INTERDEPENDENCE OF CYCLIC AND NONCYCLIC INTERACTIONS IN MAINTAINING LIFE<br>AN ELEMENTARY TREATMENT OF THE RELATIONSHIP BETWEEN MAJOR ENERGY TRANSFERS OCCURRING IN BIOLOGICAL PROCESSES AND CYCLIC INTERACTIONS OF MATTER INVOLVED IN MAINTAINING LIFE<br>THE SUGGESTION IS MADE THAT A CHART DESCRIBING THESE INTERACTIONS IS THE BEST METHOD OF DEPICTING THEM, THE CHART MAY BE SUBSEQUENTLY PHOTOGRAPHED FOR USE AS A SLIDE OR TRANSPARENCY, THE CHART SHOULD BE EXPLAINED, AND A DISCUSSION SHOULD FOLLOW, RELATING THIS CHART TO MODULES ON NONCYCLIC INTERACTIONS INVOLVING LIFE PROCESSES (ENERGY CONVERSION<br>AND CYCLIC INTERACTIONS INVOLVING LIFE PROCESSES 1 AND 2<br>CIES BETWEEN NONCYCLIC NAD CYCLIC INTERACTIONS IN MAIN- | 00844011<br>00844012<br>00844013<br>00844014<br>00844015<br>00844016<br>00844017<br>00844018<br>00844019<br>00844020<br>00844021<br>00844022<br>00844023<br>00844024 |
| *SETTING | COLLEGE - LARGE GROUP | 00844010 |
| *MATERIALS | CHART ILLUSTRATING ENERGY-MATTER INTERDEPENDENCE | 00844005 |
| *LEVEL | GRADES 1-4 | 00844008 |
| *GENERALI | GENERALIST | 00844007 |
| *HOURS | 1/2 | 00844006 |
| *EVALUATION | GIVEN A DIAGRAM WHICH DESCRIBES THE MAJOR INTERDEPENDENCE BETWEEN NONCYCLIC AND CYCLIC INTERACTIONS IN MAINTAINING LIFE, THE STUDENT MAY BE ASKED TO CORRECTLY INTERPRET THE ROLE OF THESE IN SUPPORTING THE LIFE OF A GERANIUM, PROTOZOA, CAT OR ANY OTHER LIVING ORGANISM, | 00844028<br>00844029<br>00844030<br>00844031<br>00844032 |
| *FILE | MATTER-ENERGY BIO SCI INTERACTION | 00844009 |

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|---|---|---|
| *OBJECTIVES | TO MAKE A MODEL OF THE SOLAR SYSTEM WHICH DEMONSTRATES THE VAST AMOUNT OF EMPTY SPACE IN THE SOLAR SYSTEM AND THE RELATIVE DISTANCES BETWEEN PLANETS, | 01304 22<br>01304 23<br>01304 24<br>01304 25 |
| *PREREQUISITE | BLANK | |
| *EXPERIENCE | THE STUDENT SHOULD BE PROVIDED WITH A TABLE OF DATA LISTING THE DISTANCE OF EACH OF THE PLANETS FROM THE SUN ≥IN A.V.≤ AND THE DIAMETER OF EACH PLANET, ≥AND SUN≤ THE STUDENT SHOULD CHOOSE A SCALE AND CONVERT THE DISTANCES TO METERS AND THE SUN AND PLANET DIAMETERS TO MILLIMETERS, THE DISTANCES SHOULD THEN BE MARKED OFF ON THE ADDING MACHINE TAPE AND THE PLANETS AND SUN REPRESENTED BY CIRCLES OF APPROPRIATE SIZE DISCUSS THE FACT THAT THE PLANETS DO NOT LINE UP AS SHOWN ON THE TAPE BUT SHOULD BE SHOWN ON A PAPER 80M IN DIAMETER, DISCUSS TIME REQUIRED FOR TRAVEL BETWEEN PLANETS | 01304 11<br>01304 12<br>01304 13<br>01304 14<br>01304 15<br>01304 16<br>01304 17<br>01304 18<br>01304 19<br>01304 20<br>01304 21 |
| *SETTING | INDEPENDENT COLLEGE | 01304 10 |
| *MATERIALS | 40 M ADDING MACHINE TAPE, METER STICK, MM RULER | 01304 5 |
| *LEVEL | ALL GRADES | 01304 8 |
| *GENERALI | GENERALIST | 01304 7 |
| *HOURS | 1/2 | 01304 6 |
| *EVALUATION | STUDENT SHOULD COMPLETE CONSTRUCTION OF THE MODEL | 01304 26 |
| *FILE | ASTRONOMY PLANETS MATTER | 01304 9 |

## ELEMENTARY MATHEMATICS

Experiences described in this section are part of a composite of mathematical experiences in which the student learns mathematics in formal and informal situations and at the same time considers the implications of teaching these ideas to children. In addition students are involved in clinical experiences where they actually practice teaching mathematics to children. Completion of the general-liberal education component in mathematics is prerequisite to this study.

The task of providing an appropriate integrated experience is carried out by a team of college personnel representing the department of mathematics, the department of elementary education, and the department of field experience.

The three stages of the experience which are included in Elementary Mathematics I and Professional Use of Knowledge I represent a correlation with the first three classes of Bloom's Taxonomy: Knowledge, Comprehension, and Application.

The composite of classes for each part are illustrated in the following chart for Elementary Mathematics I.

| Elementary Mathematics | Mathematics Laboratory | Professional Use of Knowledge | Clinical Experience |
|---|---|---|---|

The student would study in all four areas simultaneously during the sophomore year. The team from mathematics, elementary education and field experiences personnel coordinate experiences so students are engaged in a natural sequence of attaining the knowledge, comprehending the knowledge and applying the knowledge.

For example, during a particular week a student would:

1) learn about the associative law for addition of whole numbers in a lecture session;

2) work with manipulative materials to develop mathematical systems which are associative and others which are non-associative in a laboratory;

3) learn to help children learn addition facts using the associative law, e.g.:

$9 + 7 =$
$9 + (1 + 6) =$
$(9 + 1) + 6 =$
$10 + 6 = 16$

in a discussion of the professional use of knowledge; and

4) work with children in a microteaching situation on addition facts in a field experience.

There is considerable support for the concept that elementary teachers should have other than the usual fare in mathematics courses in college. The intention of this proposal is to provide for the prospective teacher a meaningful experience in mathematics. This means the prospective teacher has the opportunity to enjoy active learning experiences in a mathematics laboratory and gives consideration to and practice in teaching children at the same time.

The recent report of the Cambridge Conference on Teacher Training specifically reinforced this point.

"Clearly, the style in which courses are conducted has a special impact on students who lack mathematical commitment and maturity. Probably it is especially important that the prospective elementary school teacher be taught by the method his professor hopes will be used in the schools. The challenge of teaching college courses like the ones suggested here is

great."[1]

The content of Elementary Mathematics I is presented in a thirty-hour sequence treating the following topics:

ELEMENTARY MATHEMATICS I

1. Introduction, motivation, Hindu-Arabic numeration system, exponents, counting boards.

2. Set language, subsets, empty set, counting subsets, including fundamental counting principle.

3. Set operations, Union, Intersection, Complementations, Cartesian product.

4. Relations, Properties, Equivalence relations.

5. 1 - 1 correspondence. Cardinal number of set.

6. Relations and functions.

7. System of whole numbers counting sets. Whole numbers, systems of numeration versus number systems.

8. Binary operations, Properties of binary operations.

9. Addition as set union and properties.

10. Multiplication as Cartesian product with mention of repeated addition, properties.

11. System of Whole Numbers (little or no emphasis on

[1] Education Development Center, Inc., Goals for Mathematical Education of Elementary School Teachers. Boston: Houghton Mifflin, 1967, p. 21.

algorithms - next conponent for algorithms).

12. Order relations for whole numbers.

13. Review of system of whole numbers and order.

14. Non decimal numeration, counting and writing numerals, some computation.

15. Review of writing non decimal numerals and computation.

16. Review of computation. Binary and duodecimal.

17. Introduction of integers. History, set of integers, system of integers, addition.

18. Review of addition of integers, multiplication.

19. System of integers, addition and multiplication.

20. Order relation for integers, absolute value (geometric, number line approach).

21. Primes and composites. Prime factorization and fundamental theorem of arithmetic.

22. Division algorithm and G.C.D.

23. Review of G.C.D. L.C.M.

24. Clock arithmetic

25, 26, 27, 28, 29. Rationals (interpretation subject to question and finishing with irrationally of $\sqrt{2}$ and $\sqrt{3}$. Rationals as periodic decimals.

30. Intuitive introduction to real numbers.

The Mathematics Laboratory I course meets for two hours each week in small groups. The topics dealt with in the

lab are coordinated with those topics which are treated in the lecture.

Materials include multibase arithmetic blocks, cuisenaire rods, and similar materials. Topics include:

first nine units for E.M.I.

1. Numeration
2. Sets
3. Relations
4. Functions
5. Whole and Rational Numbers
6. Number Theory
7. Equations
8. Computation
9. Mathematical Systems

Related components in Professional Use of Knowledge and field experience are described elsewhere in the report.

This component in the Behavior Science Elementary Teacher Education Program was developed by the following persons.

| | |
|---|---|
| Dr. Julian R. Brandou | Coordinator |
| Dr. James Cannon | Consultant |
| Dr. William Fitzgerald | Curriculum Specialist |
| Dr. Richard Gibbs | Assistant Mathematics |
| Dr. Perry Lanier | Coordinator with Professional Use of Knowledge - Mathematics |
| Dr. John Wagner | Curriculum Specialist |

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*OBJECTIVES   TO LEARN ABOUT SET NOTATION                                    00406013
                                                                            00406014
*PREREQUISITE NONE
*EXPERIENCE   THE STUDENT LISTENS TO A LECTURE IN WHICH SET NOTATION IS      00406011
              DISCUSSED,                                                    00406012
                                                                            00406010
*SETTING      LARGE GROUP,  COLLEGE
*MATERIALS    NONE                                                          00406005
*LEVEL        ALL GRADES                                                    00406008
*GENERAL      ALL CANDIDATES                                                00406007
*HOURS        1/2                                                           00406006
*EVALUATION   THE STUDENT CAN CONVERT GIVEN DESCRIPTIONS OF OBJECTS         00406015
              INTO STANDARD SET NOTATION,                                   00406016
*FILE         SET  NOTATION  SYNTHESIS OF DESCRIPTIONS                      00406009
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*OBJECTIVES   TO BE ABLE TO FIND AND IDENTIFY SUBSETS OF A SET,             00405014
                                                                            00405015
*PREREQUISITE NONE
*EXPERIENCE   THE STUDENT LISTENS TO A LECTURE ON SUBSETS,  SUBSETS         00405011
              (INCLUDING THE EMPTY SET) ARE DEFINED AND IT IS SHOWN         00405012
              THAT A SET WITH N ELEMENTS HAS 2N SUBSETS,                    00405013
                                                                            00405010
*SETTING      LARGE GROUP,  COLLEGE
*MATERIALS    NONE                                                          00405005
*LEVEL        ALL GRADES                                                    00405008
*GENERAL      ALL CANDIDATES                                                00405007
*HOURS        1/2                                                           00405006
*EVALUATION   THE STUDENT CAN LIST ALL SUBSETS OF A GIVEN SET AND FROM A    00405016
              LIST OF SETS SELECT THOSE WHICH ARE SUBSETS OF A GIVEN SET    00405017
*FILE         SETS  SUBSETS  NUMBER OF SUBSETS                              00405009
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*OBJECTIVES   TO LEARN THE SET OPERATIONS OF UNION, INTERSECTION,            00122014
              COMPLIMENTATION AND CARTESIAN PRODUCT,                        00122015
                                                                            00122016
*PREREQUISITES MODULES 406, 405
*EXPERIENCE   THE STUDENT LISTENS TO A LECTURE ON OPERATIONS WITH SETS,     00122011
              UNION, INTERSECTION, COMPLIMENTATION AND CARTESIAN PRODUCT     00122012
              OF SETS ARE DEFINED,                                          00122013
                                                                            00122010
*SETTING      LARGE GROUP,  COLLEGE
*MATERIALS    NONE                                                          00122005
*LEVEL        ALL GRADES                                                    00122008
*GENERAL      ALL CANDIDATES                                                00122007
*HOURS        1                                                             00122006
*EVALUATION   THE STUDENT CAN FORM THE UNION, INTERSECTION,                 00122017
              COMPLIMENTATION AND CARTESIAN PRODUCT OF 10 GIVEN SETS,       00122018
*FILE         SET THEORY  SET OPERATIONS                                    00122009
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*OBJECTIVES   TO LEARN THE DEFINITIONS OF THE REFLEXIVE, SYMMETRIC AND      00403014
              TRANSITIVE PROPERTIES OF A RELATION AND TO BE ABLE TO         00403015
              DETERMINE WHETHER A RELATION POSSESSES ANY OF THEM,           00403016
                                                                            00403017
*PREREQUISITE NONE
*EXPERIENCE   THE STUDENT LISTENS TO A LECTURE ON RELATIONS,  THE           00403011
              REFLEXIVE, SYMMETRIC AND TRANSITIVE PROPERTIES ARE DEFINED    00403012
              AND EXAMPLES ARE GIVEN,                                       00403013
                                                                            00403010
*SETTING      LARGE GROUP,  COLLEGE
*MATERIALS    NONE                                                          00403005
*LEVEL        ALL GRADES                                                    00403008
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*GENERAL        ALL CANDIDATES                                              00403007
*HOURS          1/2                                                         00403006
*EVALUATION     THE STUDENT CAN DEFINE THE REFLEXIVE, SYMMETRIC AND         00403018
                TRANSITIVE PROPERTIES OF A RELATION AND DETERMINE WHICH     00403019
                ARE PRESENT IN GIVEN RELATIONS,                             00403020
*FILE           RELATIONS  PROPERTIES  REFLEXIVE SYMMETRIC TRANSITIVE       00403009
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*OBJECTIVES     TO LEARN THE DEFINITION OF EQUIVALENCE RELATION ON A SET    00404016
                AND PARTITION OF A SET AND THE CLOSE CONNECTION BETWEEN     00404017
                THE TWO,                                                    00404018
*PREREQUISITE   MODULE 403                                                  00404019
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON EQUIVALENCE RELATIONS,  00404011
                THE PARTITION OF THE SET ON WHICH AN EQUIVALENCE RELATION   00404012
                EQUIVALENCE RELATION IS DEFINED INTO EQUIVALENCE CLASSES    00404013
                IS DEMONSTRATED,  CONVERSELY, IT IS SHOWN THAT A PARTITION  00404014
                OF A SET INDUCES AN EQUIVALENCE RELATION UPON THE SET,      00404015
*SETTING        LARGE GROUP,  COLLEGE                                       00404010
*MATERIALS      NONE                                                        00404005
*LEVEL          ALL GRADES                                                  00404008
*GENERAL        ALL CANDIDATES                                              00404007
*HOURS          1/2                                                         00404006
*EVALUATION     THE STUDENT CAN DEFINE EQUIVALENCE RELATION AND PARTITION   00404020
                HE CAN DETERMINE WHETHER A GIVEN RELATION ON A SET IS AN    00404021
                EQUIVALENCE RELATION AND, IF SO, DETERMINE THE PARTITION,   00404022
*FILE           EQUIVALENCE RELATION  PARTITION  SET                        00404009
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*OBJECTIVES     TO LEARN ABOUT ONE-TO-ONE CORRESPONDENCE AND THE            00124015
                CARDINALITY OF A SET IN TERMS OF ONE-TO-ONE CORRESPONDENCE  00124016
*PREREQUISITES  MODULES 403, 404                                            00124017
*EXPERIENCE     THE STUDENT LISTENS TO LECTURE IN WHICH ONE-TO-ONE          00124011
                CORRESPONDENCE OF SETS IS DISCUSSED,  IT IS SHOWN TO BE     00124012
                AN EQUIVALENCE RELATION AND THE CARDINAL NUMBER OF A SET    00124013
                IS DEFINED IN TERMS OF ONE-TO-ONE CORRESPONDENCE,           00124014
*SETTING        LARGE GROUP,  COLLEGE                                       00124010
*MATERIALS      NONE                                                        00124005
*LEVEL          ALL GRADES                                                  00124008
*GENERAL        ALL CANDIDATES                                              00124007
*HOURS          1                                                           00124006
*EVALUATION     THE STUDENT CAN DETERMINE WHETHER A ONE-TO-ONE              00124018
                CORRESPONDENCE EXISTS BETWEEN 2 GIVEN SETS AND CAN          00124019
                DETERMINE THE CARDINALITY OF THESE 2 SETS WITH 80%          00124020
                ACCURACY,                                                   00124021
*FILE           SET THEORY  ONE-TO-ONE CORRESPONDENCE  CARDINAL NUMBER      00124009
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*OBJECTIVES     TO LEARN AND APPLY A FORMAL DEFINITION OF A RELATION AND    00402015
                TO IDENTIFY FUNCTIONS AS SPECIAL RELATIONS                  00402016
*PREREQUISITE   MODULE 124                                                  00402017
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON RELATIONS AND           00402011
                FUNCTIONS,  A RELATION IS FORMALLY DEFINED AS A             00402012
                COLLECTION OF ORDERED PAIRS AND A FUNCTION IS DEFINED AS A  00402013
                SINGLE VALUED RELATION,  EXAMPLES ARE GIVEN,                00402014
*SETTING        LARGE GROUP,  COLLEGE                                       00402010
*MATERIALS      NONE                                                        00402005
*LEVEL          ALL GRADES                                                  00402008
*GENERAL        ALL CANDIDATES                                              00402007
*HOURS          1/2                                                         00402006
*EVALUATION     THE STUDENT CAN DEFINE RELATION AND FUNCTION AND FROM A     00402018
                GIVEN LIST OF RELATIONS,  HE CAN DETERMINE WHICH ARE        00402019
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                FUNCTIONS,                                                  00402020
*FILE           RELATION  FUNCTION  DEFINITION & IDENTIFICATION             00402009
-------------------------------------------------------------------------------
*OBJECTIVES     TO LEARN AND APPLY THE DEFINITIONS OF DOMAIN, RANGE AND     00407014
                INVERSE OF A RELATION                                       00407015
*PREREQUISITE   MODULE 402                                                  00407016
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE IN WHICH THE DOMAIN,       00407011
                RANGE AND INVERSE OF A RELATION ARE DEFINED AND EXAMPLES    00407012
                ARE GIVEN,                                                  00407013
*SETTING        LARGE GROUP,  COLLEGE                                       00407010
*MATERIALS      NONE                                                        00407005
*LEVEL          ALL GRADES                                                  00407008
*GENERAL!       ALL CANDIDATES                                              00407007
*HOURS          1/2                                                         00407006
*EVALUATION     THE STUDENT CAN DEFINE THE DOMAIN, RANGE AND INVERSE OF A   00407017
                RELATION AND HE CAN IDENTIFY THE DOMAIN, RANGE AND          00407018
                INVERSE OF 8 OF 10 GIVEN RELATIONS,                         00407019
*FILE           RELATION  DOMAIN AND RANGE  INVERSE                         00407009
-------------------------------------------------------------------------------
*OBJECTIVES     TO LEARN THE DEFINITION AND SOME PROPECTOS OF THE WHOLE     01231 15
                NUMBER SYSTEM,                                              01231 16
*PREREQUISTIE   124                                                         01231 17
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE INTRODUCING JIM TO THE WHOLE  01231 11
                NUMBERS,  WHOLE NUMBERS ARE DEFINED AS CARDINALITIES,  THE  01231 12
                DISTINCTION ID MADE BETWEEN NUMBER SYSTEMS AND SYSTEMS      01231 13
                OF NUMECATION AND EQUALITY IS DISCUSSED,                    01231 14
*SETTING        LARGE GROUP  COLLEGE                                        01231 10
*MATERIALS      NONE                                                        01231  5
*LEVEL          ALL GRADES                                                  01231  8
*GENERAL!       ALL CANDIDATES                                              01231  7
*HOURS          1                                                           01231  6
*EVALUATION     THE STUDENTS CAN DEFINE THE WHOLE NUMBER SYSTEM AND         01231 18
                DISTINGUISH BETWEEN A NUMBER SYSTEM AND A SYSTEM OF         01231 19
                NUMECATION,                                                 01231 20
*FILE           WHOLE NUMBERS  NUMBER SYSTEM  NUMERATION SYSTEM             01231  9
-------------------------------------------------------------------------------
*OBJECTIVES     TO LEARN THE DEFINITION AND SOME PROPERTIES OF BINARY       00127014
                OPERATIONS                                                  00127015
*PREREQUISITES  MODULE 122                                                  00127016
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON BINARY OPERATIONS,      00127011
                THE CLOSURE, COMMUTATIVE, ASSOCIATIVE, IDENTITY AND         00127012
                INVERSE PROPERTIES ARE DEFINED,                             00127013
*SETTING        LARGE GROUP,  COLLEGE                                       00127010
*MATERIALS      NONE                                                        00127005
*LEVEL          ALL GRADES                                                  00127008
*GENERAL!       ALL CANDIDATES                                              00127007
*HOURS          1                                                           00127006
*EVALUATION     GIVEN 10 BINARY OPERATIONS, THE STUDENT CAN DETERMINE       00127017
                THE FIVE PROPERTIES 80% OF THE TIME,                        00127018
*FILE           BINARY OPERATIONS  PROPERTIES  LECTURE                      00127009
-------------------------------------------------------------------------------

*OBJECTIVES     TO LEARN A FORMAL DEFINITION OF ADDITION OF WHOLE NUMBERS   00128016
                AND THE BASIC PROPERTIES OF ADDITION,                       00128017
*PREREQUISITES  MODULE 127                                                  00128018
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON THE ADDITION OF WHOLE   00128011
                NUMBERS,  ADDITION IS DEFINED IN TERMS OF THE CARDINALITY   00128012
                OF THE UNION OF TWO DISJOINT SETS,  THE CLOSURE,            00128013
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| | | |
|---|---|---|
| | COMMUTATIVE AND ASSOCIATIVE PROPERTIES ARE DEMONSTRATED | 00128014 |
| | AND 0 IS SHOWN TO BE THE (AN) ADDITIVE IDENTITY, | 00128015 |
| *SETTING | LARGE GROUP, COLLEGE | 00128010 |
| *MATERIALS | NONE | 00128005 |
| *LEVEL | ALL GRADES | 00128008 |
| *GENERAL | ALL CANDIDATES | 00128007 |
| *HOURS | 1 | 00128006 |
| *EVALUATION | GIVEN A LIST OF EQUALITIES INVOLVING ADDITION OF WHOLE | 00128019 |
| | NUMBERS, THE STUDENT CAN DETERMINE WHICH PROPERTY IS BEING | 00128020 |
| | EMPLOYED (E.G.,2+3=3+2), HE CAN PROVE THAT 0 IS THE ONLY | 00128021 |
| | ADDITIVE IDENTITY ELEMENT, | 00128022 |
| *FILE | WHOLE NUMBERS ADDITION PROPERTIES OF ADDITION | 00128009 |

| | | |
|---|---|---|
| | TO LEARN 2 DEFINITIONS AND THE ALGEBRAIC PROPERTIES OF | 01232 17 |
| | MULTIPLICATION OF WHOLE NUMBERS | 01232 18 |
| *PREREQUISITE | 123 | 01232 19 |
| *EXPERIENCE | THE STUDENT ATTENDS A LECTURE IN WHICH MULTIPLICATION OF | 01232 11 |
| | WHOLE NUMBERS IS DISCUSSED, MULTIPLICATION IS DEFINED | 01232 12 |
| | BOTH AS REPEATED ADDITION AND IN TERMS OF THE CARDINALITY | 01232 13 |
| | OF THE CARTESIAN PRODUCT OF 2 SETS, THE CLOSURE, | 01232 14 |
| | COMMUTATIVE AND ASSOCIATIVE PROPERTIES ARE DISCUSSED | 01232 15 |
| | AND 1 IS SHOWN TO BE THE IDENTITY, | 01232 16 |
| *SETTING | LARGE GROUP COLLEGE | 01232 10 |
| *MATERIALS | NONE | 01232 5 |
| *LEVEL | ALL GRADES | 01232 8 |
| *GENERAL | ALL CANDIDATES | 01232 7 |
| *HOURS | 3/4 | 01232 6 |
| *EVALUATION | THE STUDENTS CAN RECOGNIZE WHICH MULTIPLICATIVE PROPERTIES | 01232 20 |
| | ARE BEING USED IN 10 EXAMPLES WITH 80% ACCURACY, HE CAN | 01232 21 |
| | STATE THE 2 DIFFERENT DEFINITIONS OF MULTIPLICATION OF | 01232 22 |
| | WHOLE NUMBERS GIVEN IN THE LECTURE, | 01232 23 |
| *FILE | WHOLE NUMBERS MULTIPLICATION PROPERTIES | 01232 9 |

| | | |
|---|---|---|
| *OBJECTIVES | TO LEARN AND APPLY THE DISTRIBUTIVE PROPERTY OF | 00408014 |
| | MULTIPLICATION AND ADDITION OF WHOLE NUMBERS, | 00408015 |
| *PREREQUISITE | MODULE 1237 | 00408016 |
| *EXPERIENCE | THE STUDENT LISTENS TO A LECTURE ON THE DISTRIBUTE | 00408011 |
| | PROPERTY OF MULTIPLICATION AND ADDITION OF WHOLE NUMBERS, | 00408012 |
| | APPLICATIONS ARE GIVEN, AMONG THEM, THE PROOF THAT A,0=0 | 00408013 |
| *SETTING | LARGE GROUP, COLLEGE | 00408010 |
| *MATERIALS | NONE | 00408005 |
| *LEVEL | ALL GRADES | 00408008 |
| *GENERAL | ALL CANDIDATES | 00408007 |
| *HOURS | 1/4 | 00408006 |
| *EVALUATION | THE STUDENT CAN STATE THE DISTRIBUTIVE PROPERTY AND APPLY | 00408017 |
| | IT TO RENAME NUMBERS FOR 4 OUT OF 8 SETS OF EXAMPLES | 00408018 |
| | ,(E,G, 3(2+5)=3,7=6+15, | 00408019 |
| *FILE | WHOLE NUMBERS DISTRIBUTIVE LAW MULTIPLICATION + ADDITION | 00408009 |

| | | |
|---|---|---|
| *OBJECTIVES | TO LEARN THE ADDITION AND MULTIPLICATION ALGORITHMS FOR | 00130013 |
| | WHOLE NUMBERS, | 00130014 |
| *PREREQUISITES | MODULES 1237, 408 | 00130015 |
| *EXPERIENCE | THE STUDENT LISTENS TO A LECTURE ON THE ADDITION AND | 00130011 |
| | MULTIPLICATION ALGORITHMS FOR WHOLE NUMBERS, | 00130012 |
| *SETTING | LARGE GROUP, COLLEGE | 00130010 |
| *MATERIALS | NONE | 00130005 |
| *LEVEL | ALL GRADES | 00130008 |
| *GENERAL | ALL CANDIDATES | 00130007 |

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*HOURS          1                                                          00130006
*EVALUATION     THE STUDENT CAN ADD AND MULTIPLY GIVEN WHOLE NUMBERS       00130016
                ACCORDING TO THE ALGORITHMS PRESENTED IN THE LECTURE,      00130017
                GIVEN TEN EXAMPLES THE STUDENT CAN PERFORM THE EXECUTION   00130018
                WITH 70% ACCURACY,                                         00130019
*FILE           WHOLE NUMBERS  ADDITION AND MULTIPLICATION  ALGORITHMS     00130009
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*OBJECTIVES     TO LEARN ABOUT THE ORDER RELATION FOR WHOLE NUMBERS        00131015
*PREREQUISITES MODULES 406, 405, 124                                       00131016
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON THE ORDER RELATION FOR00131011
                WHOLE NUMBERS,  LESS THAN IS DEFINED IN TERMS OF           00131012
                ONE-TO-ONE CORRESPONDENCE OF ONE SET WITH A PROPER SULSET  00131013
                OF ANOTHER,  THE TRICHOTOMY LAW IS STATED,                 00131014
*SETTING        LARGE GROUP,  COLLEGE                                      00131010
*MATERIALS      NONE                                                       00131005
*LEVEL          ALL GRADES                                                 00131008
*GENERAL        ALL CANDIDATES                                             00131007
*HOURS          1                                                          00131006
*EVALUATION     THE STUDENT CAN DEFINE LESS THAN IN SET THEORETIC TERMS    00131017
                AND GIVE 3 EXAMPLES TO SHOW THAT THE TRICHOTOMY LAW HOLDS.00131018
*FILE           WHOLE NUMBERS  ORDER  TRICHOTOMY                           00131009
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*OBJECTIVES     TO BE ABLE TO APPLY THE OPERATIONS OF A NON-DECIMAL        01233 15
                NUMBER SYSTEM, BASE 5 AND TO BE ABLE TO CONVERT NUMBERS    01233 16
                FROM BASE 5 TO BASE 10 AND VICE-VERSA,                     01233 17
*PREREQUISITE 120, 130                                                     01233 18
*EXPERIENCE     THE STUDENT ATTENDS A LECTURE ON NON-DECIMAL NUMECATION    01233 11
                SYSTEMS.  WRITING, COUNTING AND COMPUTING IN BASE 5 IS     01233 12
                DISCUSSED AS WELL AS CONVERSION FROM BASE 5 TO BASE 10 AND01233 13
                VICE-VERSA,                                                01233 14
*SETTING        LARGE GROUP  COLLEGE                                       01233 10
*MATERIALS      NONE                                                       01233  5
*LEVEL          ALL GRADES                                                 01233  8
*GENERAL        ALL CANDIDATES                                             01233  7
*HOURS          2                                                          01233  6
*EVALUATION     THE STUDENTS CAN ADD, SUBTRACT, MULTIPLY AND DIVIDE IN     01233 19
                BASE 5,  HE CAN CONVERT 10 NUMBERS FROM BASE 10 TO BASE 5  01233 20
                AND VICE VERSA WITH 80( ACCURACY,                          01233 21
*FILE           NUMBER SYSTEMS  BASE 5  COMPUTATION                        01233  9
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*OBJECTIVES     TO LEARN BASE TWO AND BASE TWELVE COMPUTATION METHODS,     00133013
*PREREQUISITES MODULE 1238                                                 00133014
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON COMPUTATION IN BASE    00133011
                TWO AND DUO-DECIMAL (BASE 12) ARITHMETIC,                  00133012
*SETTING        LARGE GROUP,  COLLEGE                                      00133010
*MATERIALS      NONE                                                       00133005
*LEVEL          ALL GRADES                                                 00133008
*GENERAL        ALL CANDIDATES                                             00133007
*HOURS          1                                                          00133006
*EVALUATION     THE STUDENT CAN CONVERT 20 NUMBERS FROM BASE TEN TO BASE   00133015
                TWO AND BASE TWELVE (AND VICE-VERSA) AND CAN ADD,          00133016
                SUBTRACT, MULTIPLY AND DIVIDE THEM WITH 70% ACCURACY,      00133017
*FILE           NUMBER SYSTEM  BASE TWO  BASE TWELVE                       00133009
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*OBJECTIVES     TO LEARN HOW THE SET OF INTEGERS IS DEFINED AND 1ts        00134018
                POSITIVE AND NEGATIVE PROPERTIES,                          00134019
*PREREQUISITES MODULE 1236                                                 00134020
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*EXPERIENCE   THE STUDENT LISTENS TO A LECTURE INTRODUCING HIM TO THE   00134011
              SET OF INTEGERS, ADDITIVE INVERSE IS DEFINED AND THE SET 00134012
              OF INTEGERS IS DEFINED TO BE THE SET OF NATURAL NUMBERS, 00134013
              ZERO AND THE SET OF ADDITIVE INVERSES OF THE NATURAL     00134014
              NUMBERS, POSITIVE AND NEGATIVE INTEGERS ARE DEFINED AND  00134015
              THE TRICHOTOMY LAW IS STATED AND THE THREE PROPERTIES OF 00134016
              THE POSITIVE INTEGERS ARE MENTIONED,                     00134017
*SETTING      LARGE GROUP, COLLEGE                                     00134010
*MATERIALS    NONE                                                     00134005
*LEVEL        ALL GRADES                                               00134008
*GENERAL      ALL CANDIDATES                                           00134007
*HOURS        1                                                        00134006
*EVALUATION   THE STUDENT CAN FIND THE ADDITIVE INVERSES OF GIVEN      00134021
              INTEGERS, HE CAN PROVE THAT 0=-0 AND DESCRIBE THE MEANING00134022
              OF -(-A), HE CAN FIND -(M+N),                            00134023
*FILE         INTEGERS POSITIVE INTEGERS TRICHOTOMY LAW                00134009
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*OBJECTIVES   TO LEARN THE BASIC PROPERTIES OF THE SYSTEM OF INTEGERS,  00135017
*PREREQJISITES 128, 1237, 408                                          00135018
*EXPERIENCE   THE STUDENT LISTENS TO A LECTURE ON ADDITION AND         00135011
              MULTIPLICATION OF INTEGERS, THE CLOSURE, COMMUTATIVE,    00135012
              ASSOCIATIVE, DISTRIBUTIVE, IDENTITY AND INVERSE PROPERTIES00135013
              OF ADDITION AND MULTIPLICATION ARE STATED, CERTAIN BASIC 00135014
              RESULTS ARE PROVEN, SUCH AS -(M+N)=-M+-N,(N+-M)IS THE    00135015
              SOLUTION X+0 X+M=N,-(M,N)=(-M),N,                        00135016
*SETTING      LARGE GROUP, COLLEGE                                     00135010
*MATERIALS    BLANK                                                    00135005
*LEVEL        ALL GRADES                                               00135008
*GENERAL      ALL CANDIDATES                                           00135007
*HOURS        2                                                        00135006
*EVALUATION   THE STUDENT CAN COMPUTE THE SUM AND PRODUCT OF 8 OUT OF 10 00135019
              GIVEN PAIRS OF INTEGERS, HE CAN SOLVE SIMPLE EQUATIONS   00135020
              SUCH AS N+5=1 OR N+A=B USING THE PROPERTIES PRESENTED IN 00135021
              THE LECTURE, HE CAN PROVE THAT -(M+-N)=M+-M,             00135022
*FILE         INTEGERS ADDITION OF INTEGERS MULTIPLICATION OF INTEGERS 00135009
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*OBJECTIVES   TO LEARN THE DEFINITION OF SUBTRACTION OF INTEGERS IN     00136015
              TERMS OF THE ADDITION OF THE ADDITIVE INVERSE            00136016
*PREREQJISITES MODULE 135                                              00136017
*EXPERIENCE   THE STUDENT LISTENS TO A LECTURE ON THE DEFINITION OF     00136011
              SUBTRACTION OF INTEGERS, M+-N IS WRITTEN AS M-N AND N IS 00136012
              SAID TO BE SUBTRACTED FROM M, IT IS REMARKED THAT        00136013
              SUBTRACTION IS NEITHER COMMUTATIVE NOR ASSOCIATIVE,      00136014
*SETTING      LARGE GROUP, COLLEGE                                     00136010
*MATERIALS    NONE                                                     00136005
*LEVEL        ALL GRADES                                               00136008
*GENERAL      ALL CANDIDATES                                           00136007
*HOURS        1/2                                                      00136006
EVALUATION    THE STUDENT CAN COMPUTE TEN SUBTRACTIONS AND GIVE TWO    00136018
              EXAMPLES TO DEMONSTRATE THAT SUBTRACTION IS NEITHER      00136019
              COMMUTATIVE NOR ASSOCIATIVE,                             00136020
*FILE         INTEGERS SUBTRACTION PROPERTIES                          00136009
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*OBJECTIVES   TO LEARN THE BASIC PROPERTIES OF THE RELATION LESS THAN   00137017
              FOR INTEGERS,                                            00137018
*PREREQJISITES MODULE 131                                              00137019
*EXPERIENCE   THE STUDENT LISTENS TO A LECTURE ON THE ORDER RELATION FOR00137011
              INTEGERS, M IS DEFINED TO BE LESS THAN N IF N-M IS        00137012
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| | POSITIVE, THE TRICHOTOMY LAW IS RESTATED IN TERMS OF INEQUALITIES AND THE FOLLOWING PROPERTIES ARE MENTIONED, IF A <B THEN A+C<B+C, IF A<B AND C>0 THEN AC<BC, IF A<B AND C<0 THEN AC>BC, | 00137013<br>00137014<br>00137015<br>00137016 |
| *SETTING | LARGE GROUP, COLLEGE | 00137010 |
| *MATERIALS | NONE | 00137005 |
| *LEVEL | ALL GRADES | 00137008 |
| *GENERAL | ALL CANDIDATES | 00137007 |
| *HOURS | 1/2 | 00137006 |
| *EVALUATION | THE STUDENT CAN VERIFY 8 OUT OF 10 GIVEN INEQUALITIES IN TERMS OF THE DEFINITION OF LESS THAN, HE CAN GIVE 3 EXAMPLES TO ILLUSTRATE THE THREE PROPERTIES GIVEN IN THE LECTURE, | 00137020<br>00137021<br>00137022<br>00137023 |
| *FILE | INTEGERS ORDER RELATION TRICHOTOMY | 00137009 |

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|---|---|---|
| *OBJECTIVES | TO LEARN THE DEFINITION AND SOME PROPERTIES OF ABSOLUTE VALUE, | 01234 14<br>01234 15 |
| *PREREQUISITE | 134 | 01234 16 |
| *EXPERIENCE | THE STUDENT ATTENDS A LECTURE ON ABSOLUTE VALUE, SOME BASIC PROPERTIES SUCH AS \|M\|,N*\|M\|,\|N\| AND \|M-N\| ≤ \|M\|+\|-N\| ARE PROVEN AND DISCUSSED, | 01234 11<br>01234 12<br>01234 13 |
| *SETTING | LARGE GROUP COLLEGE | 01234 10 |
| *MATERIALS | NONE | 01234 5 |
| *LEVEL | ALL GRADES | 01234 8 |
| *GENERAL | ALL CANDIDATES | 01234 7 |
| *HOURS | 1/4 | 01234 6 |
| *EVALUATION | THE STUDENT CAN DEFINE ABSOLUTE VALUE, HE CAN COMPUTE THE ABSOLUTE VALUE OF 3 NUMBERS AND HE CAN GIVE 4 EXAMPLES TO ILLUSTRATE THE THEOREMS PROVEN IN THE LECTURE, | 01234 17<br>01234 18<br>01234 19 |
| *FILE | INTEGERS ABSOLUTE VALUE | 01234 9 |

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|---|---|---|
| *OBJECTIVES | TO LEARN AND APPLY THE DEFINITION OF DISTANCE IN TERMS OF ABSOLUTE VALUE, | 00409014<br>00409015 |
| *PREREQUISITE | MODULE 1239 | 00409016 |
| *EXPERIENCE | THE STUDENT LISTNES TO A LECTURE IN WHICH THE DEFINITION OF DISTANCE BETWEEN POINTS ON A LINE IS GIVEN IN TERMS OF ABSOLUTE VALUE, | 00409011<br>00409012<br>00409013 |
| *SETTING | LARGE GROUP, COLLEGE | 00409010 |
| *MATERIALS | NONE | 00409005 |
| *LEVEL | ALL GRADES | 00409008 |
| *GENERAL | ALL CANDIDATES | 00409007 |
| *HOURS | 1/4 | 00409006 |
| *EVALUATION | THE STUDENT CAN DEFINE DISTANCE IN TERMS OF ABSOLUTE VALUE AND HE CAN COMPUTE DISTANCES ON A LINE WITH 80% ACCURACY, | 00409017<br>00409018 |
| *FILE | ABSOLUTE VALUE DISTANCE | 00409009 |

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|---|---|---|
| *OBJECTIVES | TO LEARN THE DEFINITIONS OF PRIME & COMPOSITE NUMBERS AND DIVISOR AND TO LEARN THE FUNDAMENTAL THEOREM OF ARITHMETIC, | 01235 15<br>01235 16<br>01235 17 |
| *PREREQUISITE | 135 | 01235 18 |
| *EXPERIENCE | THE STUDENT ATTENDS A LECTURE ON PRIME AND COMPOSITE NUMBERS, THE DEFINITIONS OF DIVISON, PRIME AND COMPOSITE ARE GIVEN AND THE FUNDAMENTAL THEOREM OF ARITHMETIC IS PRESENTED AND DISCUSSED, | 01235 11<br>01235 12<br>01235 13<br>01235 14 |
| *SETTING | LARGE GROUP COLLEGE | 01235 10 |
| *MATERIALS | NONE | 01235 5 |
| *LEVEL | ALL GRADES | 01235 8 |
| *GENERAL | ALL CANDIDATES | 01235 7 |
| *HOURS | 3/4 | 01235 6 |
| *EVALUATION | THE STUDENT CAN DEFINE DIVISON, PRIME AND COMPOSITE, HE | 01235 19 |

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                CAN STATE THE FUNDAMENTAL THEOREM OF ARITHMETIC,  HE CAN  01235 20
                DECIDE FROM A LIST OF 20 NUMBERS WHICH ARE THE PRIMES WITH01235 21
                90( ACCURACY,                                             01235 22
*FILE           INTEGERS  PRIMES, COMPOSITES  FUNDAMENTAL THEOREM OF      01235  9
                ARITHMETIC                                                01235
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*OBJECTIVES     TO BE ABLE TO DETERMINE WHETHER A GIVEN NUMBER IS         00410013
                DIVISIBLE BY 2,3,5,7 OR 11,                               00410014
*PREREQUISITE   MODULE 1240                                               00410015
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON HOW TO TEST           00410011
                NUMBERS FOR DIVISIBILITY BY 2,3,5,7 AND 11,               00410012
*SETTING        LARGE GROUP, COLLEGE                                      00410010
*MATERIALS      NONE                                                      00410005
*LEVEL          ALL GRADES                                                00410008
*GENERAL        ALL CANDIDATES                                            00410007
*HOURS          1/4                                                       00410006
*EVALUATION     THE STUDENT CAN DETERMINE WHETHER GIVEN NUMBERS ARE       00410016
                DIVISIBLE BY 2,3,5,7 OR 11 WITH 80% ACCURACY,             00410017
*FILE           PRIMES + COMPOSITES  TESTS OF DIVISIBILITY  CALCULATION   00410009
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*OBJECTIVES     TO LEARN HOW TO APPLY THE DIVISION ALGORITHM AND THE      00411014
                EUCLIDIAN ALGORITHM                                       00411015
*PREREQUISITE   MODULE 410                                                00411016
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON THE DIVISION ALGORITHM00411011
                AND THE EUCLIDIAN ALGORITHM;  THEY ARE PRESENTED WITHOUT  00411012
                PROOF AND EXAMPLES ARE GIVEN,                             00411013
*SETTING        LARGE GROUP,  COLLEGE                                     00411010
*MATERIALS      NONE                                                      00411005
*LEVEL          ALL GRADES                                                00411008
*GENERAL        ALL CANDIDATES                                            00411007
*HOURS          1/2                                                       00411006
*EVALUATION     THE STUDENT CAN APPLY THE DIVISION ALGORITHM AND THE      00411017
                EUCLIDIAN ALGORITHM WITH 80% ACCURACY,                    00411018
*FILE           DIVISION ALGORITHM  EUCLIDIAN ALGORITHM  CALCULATION      00411009
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*OBJECTIVES     TO LEARN HOW TO FIND THE GREATEST COMMON DIVISOR IN TWO    00412018
                WAYS,                                                     00412019
*PREREQUISITE   MODULE 411                                                00412020
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE IN WHICH TWO METHODS FOR  00412011
                FINDING THE GREATEST COMMON DIVISOR ARE PRESENTED,  THEY  00412012
                ARE: USING THE PRIME FACTORIZATION TO PICK OUT THE HIGHEST00412013
                POWER OF EACH PRIME DIVIDING BOTH NUMBERS, AND THE        00412014
                EUCLIDIAN ALGORITHM,  IT IS SHOWN THAT THE LAST NON-ZERO  00412015
                REMAINDER IN THE EUCLIDIAN ALGORITHM IS THE GREATEST      00412016
                COMMON DIVISOR,                                           00412017
*SETTING        LARGE GROUP,  COLLEGE                                     00412010
*MATERIALS      NONE                                                      00412005
*LEVEL          ALL GRADES                                                00412008
*GENERAL        ALL CANDIDATES                                            00412007
*HOURS          1/2                                                       00412006
*EVALUATION     THE STUDENT CAN COMPUTE WITH 80% ACCURACY THE GREATEST    00412021
                COMMON DIVISOR OF 10 PAIRS OF INTGERS USING THE TWO       00412022
                METHODS PRESENTED IN THE LECTURE,                         00412023
*FILE           GREATEST COMMON DIVISOR  EUCLIDIAN ALGORITHM              00412009
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*EXPERIENCE     TO LEARN SOME SPECIAL PROPERTIES OF THE GREATEST COMMON    00141019
                DIVISOR AND AS A CONSEQUENCE SOME SPECIAL PROPERTIES OF    00141020
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                DIVISIBILITY                                                    00141021
*PREREQUISITE                                                                   00141022
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE IN WHICH SOME SPECIAL          00141011
                PROPERTIES OF THE GREATEST COMMON DIVISOR AND PRIME             00141012
                NUMBERS ARE DESCRIBED.  IT IS STATED THAT ∃ G,C,D(A,B)=         00141013
                S,A*T,B, IF P DIVIDES AB THEN P DIVIDES A OR P DIVIDE B,        00141014
                IF G,C,D(M,N)=1 AND M DIVIDES N,A THEN M DIVIDES A, IF          00141015
                G,C,D(A,B)=1 AND A DIVIDES M AND B DIVIDES M THEN AB            00141016
                DIVIDES M.  THE LATTER THREE ARE PROVEN AS CONSEQUENCES OF      00141017
                THE FIRST.                                                      00141018
*SETTING        LARGE GROUP,  COLLEGE                                           00141010
*MATERIALS      NONE                                                            00141005
*LEVEL          ALL GRADES                                                      00141008
*GENERAL        ALL CANDIDATES                                                  00141007
*HOURS          1/2                                                             00141006
*EVALUATION     THE STUDENT CAN EXPRESS THE GREATEST COMMON DIVISOR OF A        00141023
                PAIR OF INTEGERS AS A LINEAR COMBINATION OF THEM.  HE CAN       00141024
                GIVE 6 EXAMPLES ILLUSTRATING THE LAST THREE THEOREMS            00141025
                PRESENTED IN THE LECTURE.                                       00141026
*FILE           INTEGERS  GREATEST COMMON DIVISOR  PRIMES                       00141009
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*OBJECTIVES     TO LEARN HOW TO FIND THE LEAST COMMON MULTIPLE OF TWO           00142017
                INTEGERS.                                                       00142018
*PREREQUISITES MODULE 141                                                       00142019
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON THE LEAST COMMON            00142011
                MULTIPLE.  IT IS DEFINED AND TWO WAYS FOR COMPUTING IT          00142012
                ARE GIVEN; IT IS SHOWN TO BE THE PRODUCT OF THE HIGHEST         00142013
                POWERS OF THE PRIMES OCCURRING IN THE FACTORIZATION OF          00142014
                EACH NUMBER AND IT IS SHOWN TO BE THE PRODUCT OF THE            00142015
                GIVEN NUMBERS DIVIDED BY THEIR GREATEST COMMON DIVISOR.         00142016
*SETTING        LARGE GROUP,  COLLEGE                                           00142010
*MATERIALS      NONE                                                            00142005
*LEVEL          ALL GRADES                                                      00142008
*GENERAL        ALL CANDIDATES                                                  00142007
*HOURS          1/2                                                             00142006
*EVALUATION     THE STUDENT CAN COMPUTE THE LEAST COMMON MULTIPLE OF 10         00142020
                GIVEN PAIRS OF INTEGERS ACCORDING TO BOTH METHODS               00142021
                PRESENTED IN THE LECTURE WITH 80% ACCURACY.                     00142022
*FILE           INTEGERS  LEAST COMMON MULTIPLE  COMPUTATION                    00142009
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*OBJECTIVES     TO LEARN THE RUDIMENTS OF CLOCK ARITHMETIC THE DEFINITION       00143014
                OF CONGRVENCE DERIVED FROM IT, AND TO OBSERVE THAT              00143015
                CONGRVENCE IS AN EQUIVALENCE RELATION                           00143016
*PREREQUISITES MODULES 403, 404                                                 00143017
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON CLOCK ARITHMETIC,  A        00143011
                DEFINITION OF CONGRVENCE IS GIVEN AND IT IS SHOWN THAT          00143012
                CONGRVENCE IS AN EQUIVALENCE RELATION.                          00143013
*SETTING        LARGE GROUP,  COLLEGE                                           00143010
*MATERIALS      NONE                                                            00143005
*LEVEL          ALL GRADES                                                      00143008
*GENERAL        ALL CANDIDATES                                                  00143007
*HOURS          1                                                               00143006
*EVALUATION     THE STUDENT CAN SOLVE PROBLEMS SUCH AS WHAT TIME WILL IT        00143018
                BE 75 HOURS AFTER 3:00 WITH 80% ACCURACY,  GIVEN A MODULUS      00143019
                HE CAN STATE WHICH GIVEN INTEGERS ARE CONGRVENT TO EACH         00143020
                OTHER AND GIVE 2 EXAMPLES TO ILLUSTRATE THAT CONGRVENCE IS      00143021
                AN EQUIVALENCE RELATION.                                        00143022
*FILE           CLOCK ARITHMETIC  CONGRVENCE EQUIVALENCE                        00143009
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*OBJECTIVES    TO LEARN SOME MOTIVATION AND HISTORY BEHIND THE              00144018
               CONSTRUCTION OF THE RATIONAL NUMBERS,                       00144019
*PREREQJISITE ALL MODULES ON INTEGERS                                      00144020
*EXPERIENCE    THE STUDENT LISTENS TO A LECTURE IN WHICH SOME HISTORY AND   00144011
               MOTIVATION OF THE RATIONAL NUMBERS IS PRESENTED,  THE       00144012
               INTERPRETATION OF A PAIR IN THE FORM A/B AS DIVISION,       00144013
               FRACTION, RATIO OR JUST NUMBER IS GIVEN,  THE CONSTRUCTION  00144014
               OF THE RATIONALS SO AS TO BE ABLE TO SOLVE EQUATIONS SUCH   00144015
               AS A,B=C WITH A,B,C INTEGERS IS GIVEN AS THE PRINCIPAL      00144016
               MOTIVATION,                                                 00144017
*SETTING       LARGE GROUP,  COLLEGE                                       00144010
*MATERIALS     NONE                                                        00144005
*LEVEL         ALL GRADES                                                  00144008
*GENERAL       ALL CANDIDATES                                              00144007
*HOURS         1/2                                                         00144006
**EVALUATION   THE STUDENT CAN EXPLAIN THE NECESSITY FOR CONSTRUCTING      00144021
               THE RATIONAL NUMBERS,                                       00144022
*FILE          RATIONAL NUMBERS  HISTORY  CONSTRUCTION                     00144009
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*OBJECTIVES    TO LEARN A FORMAL DEFINITION OF THE RATIONAL NUMBERS,       00145018
*PREREQJISITES MODULE 144                                                  00145019
*EXPERIENCE    THE STUDENT LISTENS TO A LECTURE IN WHICH RATIONAL NUMBERS  00145011
               ARE FORMALLY DEFINED,  THE RELATION                         00145012
               IF AND ONLY IF M/N=P/Q BETWEEN PAIRS OF INTEGERS IS GIVEN   00145013
               AND IT IS SHOWN TO BE AN EQUIVALENCE RELATION,  THE         00145014
               RATIONAL NUMBERS ARE DEFINED TO BE THE EQUIVALENCE CLASSES  00145015
               DETERMINED BY THIS RELATION,  THE IDEA OF REPRESENTATIVE    00145016
               OF A CLASS IS INTRODUCED,                                   00145017
*SETTING       LARGE GROUP,  COLLEGE                                       00145010
*MATERIALS     NONE                                                        00145005
*LEVEL         ALL GRADES                                                  00145008
*GENERAL       ALL CANDIDATES                                              00145007
*HOURS         1                                                           00145006
*EVALUATION    THE STUDENT CAN DETERMINE WHICH PAIRS OF INTEGERS ARE       00145020
               RELATED FROM A GIVEN LIST WITH 80% ACCURACY,  HE CAN NAME   00145021
               SEVERAL REPRESENTATIVES OF A GIVEN EQUIVALENCE CLASS        00145022
               DETERMINING A RATIONAL NUMBER,                              00145023
*FILE          RATIONAL NUMBERS  DEFINITION EQUIVALENCE                    00145009
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*OBJECTIVES    TO LEARN THE FORMAL DEFINITION OF ADDITION AND              00146017
               MULTIPLICATION OF RATIONAL NUMBERS,                         00146018
*PREREQJISITES MODULE 145                                                  00146019
*EXPERIENCE    THE STUDENT LISTENS TO A LECTURE ON THE ADDITION AND        00146011
               MULTIPLICATION OF RATIONAL NUMBERS,  THEY ARE DEFINED IN    00146012
               TERMS OF REPRESENTATIVES AND THE DEFINITIONS ARE SHOWN TO   00146013
               BE INDEPENDENT OF THE REPRESENTATIVES CHOSEN                00146014
               (WELL-DEFINED),  THEY ARE SHOWN TO BE COMMUTATIVE AND       00146015
               ASSOCIATIVE,                                                00146016
*SETTING       LARGE GROUP,  COLLEGE                                       00146010
*MATERIALS     NONE                                                        00146005
*LEVEL         ALL GRADES                                                  00146008
*GENERAL       ALL CANDIDATES                                              00146007
*HOURS         1                                                           00146006
*EVALUATION    THE STUDENT CAN ADD AND MULTIPLY GIVEN RATIONAL NUMBERS     00146020
               AND GIVE EXAMPLE TO ILLUSTRATE THE WELL-DEFINEDNESS OF THE  00146021
               OPERATIONS,                                                 00146022
*FILE          RATIONALS  ADDITION  MULTIPLICATION                         00146009
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*OBJECTIVES    TO BE ABLE TO APPLY THE IDENTITY AND INVERSE PROPERTIES OF01236 15
               ADDITION AND MULTIPLICATION OF RATIONAL NUMBERS,          01236 16
*PREREQUISITE 146                                                        01236 17
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE IN WHICH SOME PROPERTIES OF 01236 11
               THE RATIONAL NUMBER SYSTEM ARE DISCUSSED,  EMPHASIS IS    01236 12
               PLACED ON THE EXISTENCE OF IDENTITIES AND INVERSES FOR    01236 13
               ADDITION AND MULTIPLICATION,                              01236 14
*SETTING       LARGE GROUP  COLLEGE                                      01236 10
*MATERIALS     NONE                                                      01236  5
*LEVEL         ALL GRADES                                                01236  8
*GENERAL       ALL CANDIDATES                                            01236  7
*HOURS         3/4                                                       01236  6
*EVALUATION    THE STUDENT CAN GIVE EXAMPLES TO ILLUSTRATE THE IDENTITY  01236 18
               AND INVERSE PROPERTIES OF ADDITION AND MULTIPLICATION OF  01236 19
               RATIONAL NUMBERS,                                         01236 20
*FILE          RATIONALS  IDENTITIES  INVERSES                           01236  9
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*OBJECTIVES    TO LEARN THAT DIVISION OF RATIONALS IS ESSENTIALLY        00413014
               MULTPLICATION BY THE MULTIPLICATIVE INVERSE,              00413015
*EXPERIENCE    THE STUDENT LISTENS TO A LECTURE IN WHICH IT IS SHOWN THAT00413011
               DIVISION OF RATIONAL NUMBERS IS ESSENTIALLY MULTIPLICATION00413012
               BY THE MULTIPLICATIVE INVERSE,                            00413013
*SETTING       LARGE GROUP,  BLANK                                       00413010
*MATERIALS     NONE                                                      00413005
*LEVEL         ALL GRADES                                                00413008
*GENERAL       ALL CANDIDATES                                            00413007
*HOURS         1/4                                                       00413006
*EVALUATION    THE STUDENT CAN DIVIDE 10 PAIRS OF RATIONAL NUMBERS WITH  00413017
               80% ACCURACY,                                             00413018
*FILE          RATIONALS  DIVISION  MULTIPLICATION INVERSE               00413009
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*OBJECTIVES    TO LEARN VARIOUS INTERPRETATIONS OF THE RATIONAL NUMBERS, 00148014
*PREREQUISITES MODULES 1241,4113,144                                     00148015
*EXPERIENCE    THE STUDENT LISTENS TO A LECTURE EXPLAINING THE VARIOUS   00148011
               INTERPRETATIONS OF THE RATIONAL NUMBERS GIVEN IN SMI-25;   00148012
               DIVISION, FRACTION, RATIO AND PERCENT,                    00148013
*SETTING       LARGE GROUP,  COLLEGE                                     00148010
*MATERIALS     NONE                                                      00148005
*LEVEL         ALL GRADES                                                00148008
*GENERAL       ALL CANDIDATES                                            00148007
*HOURS         1/2                                                       00148006
*EVALUATION    THE STUDENT CAN GIVE EXAMPLES OF THE VARIOUS              00148016
               INTERPRETATIONS OF THE RATIONAL NUMBERS,                  00148017
*FILE          RATIONALS  INTERPRETATIONS  COMPUTATION                   00148009
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OBJECTIVES     TO LEARN SOME OF THE BASIC ORDER PROPERTIES OF THE        00149017
               RATIONAL NUMBERS,                                         00149018
*PREREQUISITES MODULES  137,1241,413                                     00149019
*EXPERIENCE    THE STUDENT LISTENS TO A LECTURE ON THE ORDER RELATION FOR00149011
               THE RATIONAL NUMBERS,  M/N IS SAID TO BE POSITIVE IF AND  00149012
               ONLY IF M,N IS A POSITIVE INTEGER,  THE TRICHOTOMY LAW IS 00149013
               GIVEN AND LESS THAN IS DEFINED JUST AS IT WAS FOR THE     00149014
               INTEGERS,  THE SAME PROPERTIES ARE GIVEN WITH THE ADDITION00149015
               OF; IF 0<r<S THEN 1/R>1/S,                                00149016
*SETTING       LARGE GROUP,  COLLEGE                                     00149010
*MATERIALS     BLANK                                                     00149005
*LEVEL         ALL GRADES                                                00149008
*GENERAL       ALL CANDIDATES                                            00149007
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| | | |
|---|---|---|
| *HOURS | 1/2 | 00149006 |
| *EVALUATION | THE STUDENT CAN VERIFY WITH 80% ACCURACY THAT 10 GIVEN INEQUALITIES | 00149020<br>00149021 |
| *FILE | RATIONALS ORDER TRICHOTOMY LAW | 00149009 |

| | | |
|---|---|---|
| *OBJECTIVES | TO PROVE THE EXISTENCE OF IRRATIONAL NUMBERS, | 00150015 |
| *PREREQUISITE | SOME FAMILIARITY WITH PROOF BY CONTRADICTION AND A KNOWLEDGE OF THE PYTHAGOREAN THEOREM, | 00150016<br>00150017 |
| *EXPERIENCE | THE STUDENT LISTENS TO A LECTURE ON THE IRRATIONALITY OF , SQUARE ROOTS ARE DEFINED AND SHOWN TO BE CONSTRUCTIBLE BY USE OF THE PYTHAGOREAN THEOREM, A PROOF IS GIVEN FOR THE IRRATIONALITY OF | 00150011<br>00150012<br>00150013<br>00150014 |
| *SETTING | LARGE GROUP, COLLEGE | 00150010 |
| *MATERIALS | NONE | 00150005 |
| *LEVEL | ALL GRADES | 00150008 |
| *GENERAL | ALL CANDIDATES | 00150007 |
| *HOURS | 1/2 | 00150006 |
| *EVALUATION | THE STUDENT CAN PROVE THAT IS NOT RATIONAL, | 00150018 |
| *FILE | IRRATIONAL NUMBERS | 00150009 |

## SCHOLARLY MODES OF KNOWLEDGE

## ELEMENTARY MATHEMATICS II

For the general classroom teacher, the second Scholarly Modes of Knowledge in mathematics concentrates on algebra and geometry. The same format as in Elementary Mathematics I is suggested including lectures, a mathematics laboratory, professional use of knowledge, and field experiences.

The outline for this experience in the study of algebra and geometry follows:

### ALGEBRA

1. The Real Numbers
2. Some Theorems about the Real numbers
3. Fermat's "Last Theorem"
4. Fields
5. Inverses
6. Subtraction and Division
7. An Extension of a Field
8. Order
9. Open Inequalities
10. Divisions
11. Indeterminate Equation
12. Finite systems
13. Fermat's Little Theorem

### GEOMETRY

1. Ruler and Compass constructions
2. Perimeter and Area
3. Volume and surface area
4. Estimation of area and volume
5. Congruent segments and angles
6. Congruent triangles
7. Right triangles

8. The exterior angle theorem
9. Slope of a line
10. Perpendicular lines and planes
11. Parallel lines and planes
12. The parallel postulate
13. The sum of the angles of a triangle
14. Ratio and proportion
15. Applications of similarity

The laboratory experiences accompanying Elementary Mathematics II are the following:

1. Probability
2. Statistics
3. Measurement
4. Geometry on the geoboard
5. Geometric shapes
6. Topology
7. Ruler and compass construction

A recently published book by Willerding[1] provides a reasonable text and the tentative outline which follows is based on this volume. Much basic mathematics is introduced in this course since in some majors it would be the only exposure to the subject for the elementary education specialist

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[1]Willerding, Margaret and Ruth A. Hayward. Mathematics - The Alphabet of Science, 1966

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•OBJECTIVES   TO LEARN THE PROPERTIES OF THE REAL NUMBER SYSTEM,                00151016
•PREREQUISITE EMI COURSE                                                      00151017
•EXPERIENCE   THE STUDENT LISTENS TO A LECTURE ON THE REAL NUMBERS,  THE      00151011
              MULTIPLICATIVE, ADDITIVE AND DISTRIBUTIVE PROPERTIES ARE       00151012
              PRESENTED,  IT IS NOTICED THAT THERE DO EXIST IRRATIONAL       00151013
              NUMBERS AND THE REAL NUMBER SYSTEM IS MADE UP OF ALL           00151014
              DECIMAL NUMBERS,                                               00151015
•SETTING      LARGE GROUP,  COLLEGE                                          00151010
•MATERIALS    NONE                                                           00151005
•LEVEL        ALL GRADES                                                     00151008
•GENERAL      ALL CANDIDATES                                                 00151007
•HOURS        1                                                              00151006
•EVALUATION   THE STUDENT CAN LIST THE PROPERTIES OF THE REAL NUMBER         00151018
              SYSTEM AND GIVE EXAMPLES OF EACH,                              00151019
•FILE         REAL NUMBERS  PROPERTIES  IRRATIONAL NUMBERS                   00151009
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•OBJECTIVES   TO LEARN SOME SIMPLE THEOREMS ABOUT THE REAL NUMBERS,          00081017
•PREREQUISITE EMII-1                                                        00081018
•EXPERIENCE   THE STUDENT LISTENS TO A LECTURE IN WHICH SOME ELEMENTARY     00081011
              THEOREMS ABOUT THE REAL NUMBERS ARE PROVEN,  THE ADDITIVE      00081012
              AND MULTIPLICATIVE CANCELLATION LAWS ARE PROVEN AS WELL AS     00081013
              THE FACT THAT A,0=0,  AS A CONSEQUENCE OF THESE RESULTS IT     00081015
              IS SHOWN THAT IF A≠0 THEN A2≠0,                                00081016
•SETTING      LARGE GROUP,  COLLEGE                                          00081010
•MATERIALS    NONE                                                           00081005
•LEVEL        ALL GRADES                                                     00081008
•GENERAL      ALL CANIDATES                                                  00081007
•HOURS        1                                                              00081006
•EVALUATION   THE STUDENT CAN REPRODUCE THE THEOREMS PRESENTED IN THE        00081019
              LECTURE.  HE CAN PROVE OTHER SIMPLE RESULTS USING THE          00081020
              PROPERTIES, SUCH AS IF S•T=S THEN T=0,                         00081021
•FILE         REAL NUMBERS  BASIC THEOREMS  COMPUTATION                      00081009
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•OBJECTIVES   TO LEARN SOME OF THE HISTORY OF FERMAT'S LAST THEOREM,         00082016
              TO BE INTRODUCED TO AN UNSOLVED PROBLEM,                       00082017
•PREREQUISITE NONE                                                          00082018
•EXPERIENCE   THE STUDENT LISTENS TO A LECTURE ON FERMATS LAST THEOREM,     0082012
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                IT IS REMARKED THAT THE EFFORTS TO PROVE THIS THEOREM      00082013
                HAVE TAKEN MATHEMATICIANS FAR BEYOND THE INTEGERS AND      00082014
                SERVES AS SOME MOTIVATION FOR THE STUDY OF FIELDS,         00082015
*SETTING        LARGE GROUP,  COLLEGE                                      00082011
*MATERIALS      NONE                                                       00082005
*LEVEL          ALL GRADES                                                 00082008
*GENERAL        ALL CANDIDATES                                             00082007
*HOURS          1                                                          00082006
*EVALUATION     THE STUDENT CAN STATE FERMAT'S LAST THEOREM AND ATTEMPT TO  00082019
                SOLVE IT,                                                  00082020
*FILE           FERMATS LAST THEOREM  INTRODJCTION TO FIELDS  UNSOLVED     00082009
                PROBLEM                                                    00082010
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*OBJECTIVES     TO LEARN WHAT CONSTITUTES A FIELD                          00083015
*PREREQUISITES MODULE 83                                                   00084016
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE IN WHICH A FIELD IS       00083011
                DEFINED,  THE DEFINING PROPERTIES ARE STATED AND THE FIELD 00083012
                OF TWO ELEMENTS (J2) IS PRESENTED AND SHOWN TO SATISFY THE 00083013
                PROPERTIES,                                                00083014
*SETTING        LARGE GROUP,  COLLEGE                                      00083010
*MATERIALS      NONE                                                       00083005
*LEVEL          ALL GRADES                                                 00083008
*GENERAL        ALL CANDIDATES                                             00083007
*HOURS          1                                                          00083006
*EVALUATION     THE STUDENT CAN STATE THE DEFINING PROPERTIES OF A FIELD,  00083017
                HE CAN VERIFY THAT J2 IS A FIELD,  HE CAN DETERMINE        00083018
                WHETHER THE INTEGER CONSTITUTE A FIELD,                    00083019
*FILE           ALGEBRA  FIELDS  DEFINITION                                00083009
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*OBJECTIVES     TO LEARN SOME OF THE BASIC PROPERTIES ABOUT FIELDS,        00084015
*PREREQUISITE EMII-4                                                       00084016
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE IN WHICH SOME BASIC       00084011
                THEOREMS ABOUT FIELDS ARE PROVEN,  THE THEOREMS PROVEN IN  00084012
                MODULE 81 ARE SHOWN TO HOLD IN ANY FIELD, THE ADDITIVE     00084013
                IDENTITY AND ADDITIVE INVERSES ARE SHOWN TO BE UNIQUE,     00084014
*MATERIALS      NONE                                                       00084005
*HOURS          1                                                          00084006
*SETTING        LARGE GROUP,  COLLEGE                                      00084010
*FILE           ALGEBRA  FIELDS  ADDITIVE IDENTITY + INVERSE               00084009
*LEVEL          ALL GRADES                                                 00084008
*GENERAL        ALL CANDIDATES                                             00084007
*EVALUATION     THE STUDENT CAN PROVE THE THEOREMS GIVEN IN THE LECTURE,   00084017
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*OBJECTIVES     TO LEARN SOME PROPERTIES OF A FIELD,                       00085018
*PREREQUISITES MODULE 84                                                   00085019
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE IN WHICH ADDITIONAL       00085011
                THEOREMS ABOUT FIELDS ARE PROVEN,  MULTIPLICATIVE INVERSES 00085012
                AND THE MULTIPLICATIVE IDENTITY ARE SHOWN TO BE UNIQUE     00085013
                (EITHER PROVEN OR ASSIGNED AS HOMEWORK) OTHER THEOREMS     00085014
                SUCH AS, IF A+B=A THEN B=0, IF AB=A(A≠0) THEN B=1 ARE      00085015
                STATED AND MAY OR MAY NOT BE PROVEN,  THE IMPORTANT RESULT 00085016
                IF AB=0 THEN A=0 OR B=0 IS PROVEN,                         00085017
*SETTING        LARGE GROUP,  COLLEGE                                      00085010
*MATERIALS      NONE                                                       00085005
*LEVEL          ALL GRADES                                                 00085008
*GENERAL        ALL CANDIDATES                                             00085007
*HOURS          1                                                          00085006
*EVALUATION     THE STUDENT CAN PROVE THE THEOREMS GIVEN IN CLASS WITH     00085020
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                80% ACCURACY,                                                   00085021
*FILE           ALGEBRA FIELD PROPERTIES                                        00085009
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*OBJECTIVES     TO LEARN SOME OF THE PROPERTIES OF MULTPLICATIVE AND            00086015
                ADDITIVE INVERSES IN FIELDS,                                    00086016
*PREREQJISITES MODULE 85                                                        00086017
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON SOME OF THE PROPERTIES       00086011
                OF ADDITIVE AND MULTIPLICATIVE INVERSES OF FIELD ELEMENTS,       00086012
                AMONG THE RESULTS TO BE PROVED ARE -(-A)=A,(A-1)-1=A(A≠0),      00086013
                A(-B)=-(AB),(-A)(-B)=AB,                                        00086014
*SETTING        LARGE GROUP,  COLLEGE                                           00086010
*MATERIALS      NONE                                                            00086005
*LEVEL          ALL GRADES                                                      00086008
*GENERAL        ALL CANDIDATES                                                  00086007
*HOURS          1                                                               00086006
                THE STUDENT CAN PROVE THE THEOREMS PRESENTED IN THE             00086018
                LECTURE AS WELL AS OTHER SIMPLE RESULTS SUCH AS                 00086019
                (-A)-1=-(A-1),(AB)-1=A-1B-1,-(A+B)=-A+-B ETC,                   00086020
*FILE           ALGEBRA  FIELDS  INVERSES                                       00086009
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*OBJECTIVES     TO LEARN HOW THE ALGEBRAIC NOTATION FOR ADDITIVE AND            00087015
                MULTIPLICATIVE INVERSES IS RELATED TO THE CONVENTIONAL          00087016
                NOTATION OF SUBTRACTION AND DIVISION,                           00087017
*PREREQJISITES MODULE 86                                                        00087018
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE ON THE NOTATION OF             00087011
                SUBTRACTION AND DIVISION,  CONVENTION IS ADOPTED SO THAT        00087012
                M +(-) N IS WRITTEN M-N AND A(B-1) IS WRITTEN AS A/B,           00087013
*SETTING        LARGE GROUP,  COLLEGE                                           00087010
*MATERIALS      NONE                                                            00087005
*LEVEL          ALL GRADES                                                      00087008
*GENERAL        ALL CANDIDATES                                                  00087007
*HOURS          1/2                                                             00087006
*EVALUATION     THE STUDENT CAN CONVERT VARIOUS EXPRESSIONS TAUGHT              00087019
                IN LECTURE FROM ONE NOTATION TO THE OTHER WITH 80%              00087020
                ACCURACY,                                                       00087021
*FILE           ALGEBRA  FIELDS NOTATION                                        00087009
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*OBJECTIVES     TO LEARN HOW FIELDS MAY BE EXTENDED TO LARGER FIELDS,           00088017
*PREREQJISITES MODULE 87                                                        00088018
*EXPERIENCE     THE STUDENT LISTENS TO A LECTURE IN WHICH THE FIELD OF TWO       00088011
                THE FOUR QUADRATICS OVER J2 ARE FORMED AN X2+X+1=0 IS           00088012
                THE FOUR QUADRATIES OVER J2 ARE FORMED AND X2+X+1=0 IS          00088013
                SEEN TO HAVE NO SOLUTION SO ONE IS INVENTED, 2,  IT TURNS       00088014
                OUT THAT A+1=B MUST ALSO BE INCLUDED AND THAT 0,1,A,B           00088015
                FORM A FIELD OF FOUR ELEMENTS,                                  00088016
*SETTING        LARGE GROUP,  COLLEGE                                           00088010
*MATERIALS      NONE                                                            00088005
*LEVEL          ALL GRADES                                                      00088008
*GENERAL        ALL CANDIDATES                                                  00088007
*HOURS          1                                                               00088006
*EVALUATION     THE STUDENT CAN TRACE THE DEVELOPMENT OF THE EXTENSION          00088019
                PRESENTED IN THE LECTURE AND VERIFY THAT 0,1,A,B SATISFY        00088020
                THE FIELD PROPERTIES,                                           00088021
*FILE           ALGEBRA  FIELDS EXTENSIONS                                      00088009
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*OBJECTIVES     TO LEARN SOME ORDER PROPERTIES OF AN ORDERED FIELD,             00089021
*PREREQJISITES MODULE 88                                                        00089022
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*EXPERIENCE   THE STUDENT LISTENS TO A LECTURE ON THE ORDER AXIOMS FOR A  00089011
              FIELD.  THE REAL NUMBERS ARE USED AS A STANDARD EXAMPLE OF  00089012
              AN ORDERED FIELD AND THE FUNDAMENTAL PROPERTIES OF ORDER    00089013
              ARE PROVEN.  SOME OF THESE PROPERTIES ARE  POS, NEG * NEG,  00089014
              NEG, NEG * POS, NEG*NEG=NEG,  LESS THAN IS DEFINED AND      00089015
              SOME STANDARD RESULTS ON INEQUALITIES ARE PROVEN.  AMONG    00089016
              THESE ARE  IF A>B THEN A+C>B+C, IF A>B AND B>C THEN A>C,     00089017
              IF A>B AND C<0 THEN AC<BC ETC.  IS IS ALSO PROVEN THAT,     00089018
              IN ANY ORDERED FIELD, THE MULTIPLICATIVE IDENTITY IS        00089019
              POSITIVE.                                                   00089020
*SETTING      LARGE GROUP.  COLLEGE                                       00089010
*MATERIALS    NONE                                                        00089005
*LEVEL        ALL GRADES                                                  00089008
*GENERAL      ALL CANDIDATES                                              00089007
*HOURS        1                                                           00089006
*EVALUATION   THE STUDENT CAN PROVE THE RESULTS GIVEN IN THE LECTURE      00089023
              AS WELL AS OTHER SIMILAR RESULTS SUCH AS, IF A>B THEN       00089024
              A>(A+2B)/3.  HE CAN DECIDE WHICH RELATION HOLDS BETWEEN     00089025
              GIVEN PAIRS OF REAL NUMBERS.                                00089026
*FILE         ALGEBRA  FIELDS  ORDER                                      00089009
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*OBJECTIVES   TO LEARN HOW TO SOLVE OPEN INEQUALITIES.                    00090014
*PREREQUISITE EMII-18                                                     00090015
*EXPERIENCE   THE STUDENT LISTENS TO A LECTURE ON THE SOLUTION OF OPEN    00090011
              INEQUALITIES.  TECHNIQUES ARE DEVELOPED TO SOLVE SUCH       00090012
              INEQUALITIES AS 4X-5 ≥ 6X-11                                00090013
*SETTING      LARGE GROUP.  COLLEGE                                       00090010
*MATERIALS    NONE                                                        00090005
*LEVEL        ALL GRADES                                                  00090008
*GENERAL      ALL CANDIDATES                                              00090007
*HOURS        1                                                           00090006
*EVALUATION   THE STUDENT CAN SOLVE 10 GIVEN OPEN EQUALITIES WITH 80%     00090016
              ACCURACY.                                                   00090017
*FILE         ALGEBRA  INEQUALITIES                                       00090009
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*OBJECTIVES   TO LEARN THE DEFINITION OF DIVISOR, MULTIPLE AND COMMON     01237 17
              DIVISOR AND TO BE ABLE TO PROVE AND APPLY THE BASIC         01237 18
              PROPERTIES.                                                 01237 19
*PREREQUISITE MODULE 90                                                   01237 20
*EXPERIENCE   THE STUDENT ATTENDS A LECTURE ON DIVISIBILITY.  DIVISOR,    01237 11
              MULTIPLE AND COMMON DIVISOR ARE DEFINED.  BASIC RESULTS     01237 12
              ARE PROVEN SUCH AS, IF A DIVIDES B AND C THEN A DIVIDES     01237 13
              B-C AND BT.  IT IS ALSO SHOWN THAT IF AX-BY = C HAS AN      01237 14
              INTEGRAL SOLUTION THEN EVERY COMMON DIVISOR OF A AND B      01237 15
              MUST DIVIDE C.                                              01237 16
*SETTING      LARGE GROUP  COLLEGE                                        01237 10
*MATERIALS    NONE                                                        01237  5
*LEVEL        ALL GRADES                                                  01237  8
*GENERAL      ALL CANDIDATES                                              01237  7
*HOURS        1                                                           01237  6
*EVALUATION   THE STUDENT CAN FIND ALL FACTORS OF 5 GIVEN NUMBERS.  HE    01237 21
              CAN PROVE THAT IF A DIVIDES B THEN A2 DIVIDES B2.  HE CAN   01237 22
              FIND THE COMMON DIVISORS OF 5 GIVEN PAIRS OF INTEGERS.      01237 23
*FILE         DIVISORS  MULTIPLES  NUMBER THEORY                          01237  9
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*OBJECTIVES   TO LEARN AND APPLY THE THEORY OF THE GREATEST COMMON         01238 16
              DIVISOR TO THE SOLUTION OF INDETERMINATE EQUATIONS          01238 17
*PREREQUISITES1237                                                        01238 18
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*EXPERIENCE    THE STUDENT ATTENDS A LECTURE IN WHICH THE INDETERMINATE  01238 11
               EQUATION AX-BY%C IS DISCUSSED, GREATEST COMMON DIVISOR IS 01238 12
               DEFINED AND THE MAIN RESULT WHICH IS DEVELOPED IS THAT    01238 13
               THE EQUATION AX-BY% C HAS AN INTEGRAL SOLUTION IF AND ONLY01238 14
               IF NA,B* DIVIDES C,                                       01238 15
*SETTING - COLLEGE LARGE GROUP                                           01238 10
*MATERIALS     NONE                                                      01238  5
*LEVEL         ALL GRADES                                                01238  8
*GENERAL       ALL CANIDATES                                             01238  7
*HOURS         1                                                         01238  6
*EVALUATION    THE STUDENT CAN DEFINE GREATEST COMMON DIVISOR, HE CAN    01238 19
               WHICH OF 10 DETERMINATE EQUATIONS HAVE SOLUTIONS AND FIND 01238 20
               THEM                                                      01238 21
*FILED         DIVISORS INDETERMINATE EQUATIONS NUMBER THEORY            01238  9
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*OBJECTIVES    TO EXAMINE THE ALGEBRAIC PROPERTIES OF THE MODULAR NUMBER 01239 15
               SYSTEMS AND TO BE ABLE TO PROVE THAT IN IS A FIELD IF AND 01239 16
               ONLY IF N IS A PRIME,                                     01239 17
*PREREQJISITES1238,143,1214                                              01239 18
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE IN WHICH THE ALGEBRAIC      01239 11
               PROPERTIES OF THE MODULAR NUMBER SYSTEMS ARE DISCUSSED,   01239 12
               IN PARTICULAR, IT SI SHOWN THAT IN IS A FIELD IF AND ONLY 01239 13
               IF N IS A PRIME,                                          01239 14
*SETTING       LARGE GROUP                                               01239 10
*MATERIALS     NONE                                                      01239  5
*LEVEL         ALL GRADES                                                01239  8
*GENERAL       ALL CANDIDATES                                            01239  7
*HOURS         1                                                         01239  6
*EVALUATION    THE STUDENT CAN PROVE THAT IN IS A FIELD IF AND ONLY IF N 01239 19
               IS A PRIME,  HE CAN SHOW                                  01239
               TABLES THAT J3 AND J5 ARE FIELDS AND THAT J4 AND J6 ARE NO01239
               IS A PRIME, HE CAN SHOW BY ADDITION AND MULTIPLICATION    01239 21
               TABLES THAT J3 AND J5 ARE FIELDS AND THAT J4 AND J6 ARE   01239 22
               NOT,                                                      01239 23
*FILE          ALGEBRA MODULAR SYSTEMS PRIMES                            01239  9
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*OBJECTIVES    TO BE ABLE TO PROVE THAT, IF P IS A PRIME, THEN P DIVIDES 01240 13
               A P - A FOR ALL INTEGERS A,                               01240 14
*PREREQJISITES1239                                                       01240 15
*EXPERIENCE    THE STUDENT ATTENDS A LECTURE IN WHICH FERMAT,S LITTLE    01240 11
               THEOREM IS DISCUSSED AND PROVEN,                          01240 12
*SETTING - COLLEGE LARGE GROUP                                           01240 10
*MATERIALS     NONE                                                      01240  5
*LEVEL         ALL GRADES                                                01240  8
*GENERAL       ALL CANDIDATES                                            01240  7
*HOURS         1                                                         01240  6
*EVALUATION    THE STUDENT CAN PROVE FERMAT,S LITTLE THEOREM,            01240 16
*FILE          ALGEBRA PRIME FERMAT                                      01240  9
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*OBJECTIVES    TO TEACH THE STUDENT BASIC EUCLIDIAN CONSTRUCTIONS        00152013
*PREREQJISITE  PREVIOUS EM II MODULES                                    00152014
*EXPERIENCE    EMII-16  LISTEN TO LECTURE AND DEMONSTRATION OF BASIL     00152011
               EUCLIDIAN CONSTRUCTIONS WITH RULER AND COMPASS,           00152012
*SETTING       LARGE GROUP,  COLLEGE                                     00152010
*MATERIALS     RULER AND COMPASS                                         00152005
*LEVEL         ALL GRADES                                                00152008
*GENERAL       ALL CANDIDATES                                            00152007
*HOURS         1                                                         00152006
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*EVALUATION   HOMEWORK EXERCISES ON CONSTRUCTION,  STUDENT MUST COMPLETE  00152015
              80% OF ASSIGNMENT ON CONSTRUCTION,                          00152016
*FILE         GEOMETRY  RULER*COMPASS BASIC EUCLIDIAN CONSTRUCTIONS       00152009
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*OBJECTIVES   TO LEARN THE CONCEPTS OF VOLUME AND SURFACE AREA OF         00153013
              GEOMETRIC SOLIDS                                            00153014
*PREREQUISITE ALL PREVIOUS EMII MODULES                                   00153015
*EXPERIENCE   EM II-18  LISTEN TO LECTURE ON VOLUME AND SURFACE AREA OF   00153011
              GEOMETRIC SOLIDS                                            00153012
*SETTING      LARGE GROUP,  BLANK                                         00153010
*MATERIALS    BLANK                                                       00153005
*LEVEL        ALL GRADES                                                  00153008
*GENERAL      ALL CANDIDATES                                              00153007
*HOURS        1                                                           00153006
*EVALUATION   HOMEWORK EXERCISES ON VOLUME AND SURFACE AREA MUST          00153016
              COMPLETE 80% OF ASSIGNMENT,                                 00153017
*FILE         GEOMETRY  VOLUME  AREA                                      00153009
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*OBJECTIVES   TO TEACH THE CONCEPTS OF AREA AND PERIMETER OF PLANE        00154013
              FIGURES                                                     00154014
*PREREQUISITE ALL PREVIOUS EMII MODULES                                   00154015
*EXPERIENCE   EMII-17  LISTEN TO LECTURE ON AREA AND PERIMETER OF PLANE   00154011
              GEOMETRIC FIGURES                                           00154012
*SETTING      LARGE GROUP,  COLLEGE                                       00154010
*MATERIALS    BLANK                                                       00154005
*LEVEL        ALL GRADES                                                  00154008
*GENERAL      ALL CANDIDATES                                              00154007
*HOURS        1                                                           00154006
*EVALUATION   HOMEWORK EXERCISES ON AREA AND PERIMETER MUST COMPLETE      00154016
              80% OF ASSIGNMENT,                                          00154017
*FILE         GEOMETRY  AREA  PERIMETER                                   00154009
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*OBJECTIVES   TO LEARN THAT MEASUREMENT OF AREA AND VOLUME IS             00155013
              APPROXIMATE                                                 00155014
*PREREQUISITE EM-II-18                                                    00155015
*EXPERIENCE   EMII-19  LISTEN TO LECTURE ON ESTIMATION OF AREA AND        00155011
              VOLUME,                                                     00155012
*MATERIALS    BLANK                                                       00155005
*SETTING      LARGE GROUP,  COLLEGE                                       00155010
*LEVEL        ALL GRADES                                                  00155008
*GENERAL      ALL CANDIDATES                                              00155007
*HOURS        1                                                           00155006
*EVALUATION   HOME WORK ASSIGNMENT - FIND THE AREA WITHIN AN IRREGULAR    00155016
              CURVE,  MUST COMPLETE THE ENTIRE ASSIGNMENT                 00155017
*FILE         AREA VOLUME GEOMETRY                                        00155009
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*OBJECTIVES   LEARN THE MEANING OF CONGRVENT SEGMENT AND ANGLES           00156013
*PREREQUISITES  155                                                       00156014
*EXPERIENCE   EM II-20  LISTEN TO LECTURE ON CONGRVENT SEGMENTS AND       00156011
              ANGLES                                                      00156012
*SETTING      LARGE GROUP,  COLLEGE                                       00156010
*MATERIALS    NONE                                                        00156005
*LEVEL        ALL GRADES                                                  00156008
*GENERAL      ALL CANDIDATES                                              00156007
*HOURS        1                                                           00156006
*EVALUATION   HOME WORK ASSIGNMENT MUST BE 80%COMPLETE * ACCURATE,        00156015
*FILE         CONGRVENCE  SEGMENTS  GEOMETRY                              00156009
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*OBJECTIVES    LEARN THREE CONGRVENCE THEUREMS: SAS,SSS,ASA,                  00157012
*PREREQJISITE  156                                                            00157013
*EXPERIENCE    EM II-21  LECTURE ON CONGRVENT TRIANGLES,                      00157011
*SETTING       LARGE GROUP,  COLLEGE                                          00157010
*MATERIALS     NONE                                                           00157005
*LEVEL         ALL GRADES                                                     00157008
*GENERAL       ALL CANDIDATES                                                 00157007
*HOURS         1                                                              00157006
*EVALUATION    HOMEWORK ASSIGNMENT MUST BE 80% COMPLETE AND ACCURATE,         00157014
*FILE          CONGRVENCE  TRIANGLES  GEOMETRY                                00157009
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*OBJECTIVES    TO LEARN THE PYTHAGOREAN THM,                                  00158012
*PREREQJISITES MODULE 157                                                     00158013
*EXPERIENCE    EM-II-22  LECTURE ON RIGHT TRIANGLES                           00158011
*SETTING       LARGE GROUP,  COLLEGE                                          00158010
*MATERIALS     BLANK                                                          00158005
*LEVEL         ALL GRADES                                                     00158008
*GENERAL       ALL CANDIDATES                                                 00158007
*HOURS         1                                                              00158006
*EVALUATION    HOMEWORK ASSIGNMENT E.G,  IF TWO SIDES OF A RT, TRIANGLE       00158014
               ARE 1,2, WHAT MIGHT THE THIRD SIDE BE!  STUDENT MUST           00158015
               OBTAIN 80% ACCURACY + COMPLETENESS IN HOMEWORK ASSIGNMENT,      00158016
*FILE          RIGHT TRIANGLES  PYTHAGOREAN THM  GEOMETRY                     00158009
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*OBJECTIVES    LEARN THAT THE EXTERIOR IS GREATER THAN EITHER REMOTE          00159012
               INTERIOR ANGLE                                                 00159013
*PREREQJISITES MODULE 158                                                     00159014
*EXPERIENCE    EM-II-23  LECTURE ON THE EXTERIOR ANGLE THM,                   00159011
*SETTING       LARGE GROUP,  COLLEGE                                          00159010
*MATERIALS     NONE                                                           00159005
*LEVEL         ALL GRADES                                                     00159008
*GENERAL       ALL CANDIDATES                                                 00159007
*HOURS         1                                                              00159006
*EVALUATION    HOME WORK ASSIGNMENT MUST BE 80% ACCURATE AND COMPLETE,        00159015
*FILE          EXTERIOR ANGLE  TRIANGLES  GEOMETRY                            00159009
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*OBJECTIVES    TO LEARN HOW TO FIND THE SLOPE OF A LINE                       00160012
*PREREQJISITES MODULE 159                                                     00160013
*EXPERIENCE    EM-II-24  LECTURE ON SLOPE OF A LINE                           00160011
*SETTING       LARGE GROUP,  COLLEGE                                          00160010
*MATERIALS     NONE                                                           00160005
*LEVEL         ALL GRADES                                                     00160008
*GENERAL       ALL CANDIDATES                                                 00160007
*HOURS         1                                                              00160006
*EVALUATION    WORK PROBLEMS DEALING WITH SLOPE,  THE STUDENT MUST            00160014
               OBTAIN 80% ACCURACY WHEN WORKING THESE PROBLEMS,               00160015
*FILE          SLOPE  LIST  GEOMETRY                                          00160009
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*OBJECTIVES    TO LEARN RELATIONSHIPS BETWEEN PERPENDICULAR LINES AND         00161012
               PLANES                                                         00161013
*PREREQJISITES MODULE 160                                                     00161014
*EXPERIENCE    EM-II-25  LECTURE ON PERPENDICULAR LINES AND PLANES            00161011
*SETTING       LARGE GROUP,  COLLEGE                                          00161010
*MATERIALS     NONE                                                           00161005
*LEVEL         ALL GRADES                                                     00161008
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*GENERAL     ALL CANDIDATES                                                00161007
*HOURS       1                                                             00161006
*EVALUATION  HOME WORK ASSIGNMENT MUST BE 80% COMPLETE AND ACCURATE,       00161015
*FILE        PERPENDICULARITY  GEOMETRY  LINES AND PLANES                  00161009
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*OBJECTIVES  TO LEARN THE RELATIONSHIPS BETWEEN PARALLEL LINES AND         00162012
             PLANES                                                        00162013
*PREREQUISITES MODULE 161                                                  00162014
*EXPERIENCE  EM-II-26  LECTURE ON PARALLEL LINES AND PLANES                00162011
*SETTING     LARGE GROUP,  COLLEGE                                         00162010
*MATERIALS   NONE                                                          00162005
*LEVEL       ALL GRADES                                                    00162008
*GENERAL     ALL CANDIDATES                                                00162007
*HOURS       1                                                             00162006
*EVALUATION  HOME WORK ASSIGNMENT MUST BE 80% ACCURATE AND COMPLETE,       00162015
*FILE        PARALLELISM  GEOMETRY  LINES AND PLANES                       00162009
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*OBJECTIVES  TO LEARN THE HISTORY AND SIGNIFICANCE OF THE PARALLEL         00163012
*PREREQUISITES MODULE 162                                                  00163013
*EXPERIENCE  EM-II-27  LECTURE ON THE PARALLEL POSTULATE                   00163011
*SETTING     LARGE GROUP,  COLLEGE                                         00163010
*MATERIALS   NONE                                                          00163005
*LEVEL       ALL GRADES                                                    00163008
*GENERAL     ALL CANDIDATES                                                00163007
*HOURS       1                                                             00163006
*EVALUATION  HAVE THE STUDENT PROVE A SEQUENCE OF THEOREMS IN              00163014
             HYPERBOLIC GEOMETRY WITH 80% ACCURACY,                        00163015
*FILE        PARALLEL POSTULATE  GEOMETRY  HYPERBOLIC                      00163009
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*OBJECTIVES  TO LEARN THE ANGLE SUM IN EUCLIDIAN GEOMETRY IS 180           00164012
*PREREQUISITES MODULE 163                                                  00164013
*EXPERIENCE  EM-II-28  LECTURE ON THE SUM OF THE ANGLES IN A TRIANGLE      00164011
*SETTING     LARGE GROUP,  COLLEGE                                         00164010
*MATERIALS   NONE                                                          00164005
*LEVEL       ALL GRADES                                                    00164008
*GENERAL     ALL CANDIDATES                                                00164007
*HOURS       1                                                             00164006
*EVALUATION  HOME WORK ASSIGNMENT MUST BE 80% COMPLETE AND ACCURATE        00164014
*FILE        ANGLES  TRIANGLES  GEOMETRY                                   00164009
*OBJECTIVES  LEARN THE MEANING OF RATIO AND PROPORTION                     00165012
*PREREQUISITES  MODULE 164                                                 00165013
*EXPERIENCE  EM-II-29  LECTURE ON RATIO AND PROPORTION                     00165011
*SETTING     LARGE GROUP,  COLLEGE                                         00165010
*MATERIALS   NONE                                                          00165005
*LEVEL       ALL GRADES                                                    00165008
*GENERAL     ALL CANDIDATES                                                00165007
*HOURS       1                                                             00165006
*EVALUATION  HOMEWORK ASSIGNMENT USING PROPORTIONS MUST BE 80%             00165014
             ACCURATE AND COMPLETE,                                        00165015
*FILE        RATIO  PROPORTION  GEOMETRY                                   00165009
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*OBJECTIVES  TO LEARN HOW TO APPLY THE CONCEPT OF SIMILARITY TO            00166012
             INDIRECT MEASUREMENT                                          00166013
*PREREQUISITES MODULE 165                                                  00166014
*EXPERIENCE  EM-II-30  LECTURE ON APPLICATIONS OF SIMILARITY               00166011
*SETTING     LARGE GROUP,  COLLEGE                                         00166010
*MATERIALS   BLANK                                                         00166005
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|---|---|---|
| *LEVEL | ALL GRADES | 00166008 |
| *GENERAL | ALL CANDIDATES | 00166007 |
| *HOURS | 1 | 00166006 |
| *EVALUATION | WORK PROBLEMS ON MEASUREMENT USING SIMILAR TRIANGLES | 00166015 |
| *FILE | SIMILARITY INDIRECT MEASUREMENT GEOMETRY | 00166009 |

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|---|---|---|
| *OBJECTIVES | CAN TRANSLATE FROM ONE NUMERAL BASE TO ANOTHER, | 00035014 |
| *PREREQJISITE | ALL PREVIOUS NUMERATION MODULES, | 00035015 |
| *EXPERIENCE | LISTEN TO LECTURE ON TRANSLATION INTO AND FROM BASE 10 TO OTHER BASES, LEARN ABOUT SOME SPECIAL USES OF THE BINARY SYSTEM, | 00035011<br>00035012<br>00035013 |
| *SETTING | LARGE GROUP, COLLEGE | 00035010 |
| *MATERIALS | NONE | 00035005 |
| *LEVEL | ALL GRADES | 00035008 |
| *GENERAL | ALL CANDIDATES | 00035007 |
| *HOURS | 1 | 00035006 |
| *EVALUATION | DO 8 OUT OF 10 CHANGE OF BASE PROBLEMS CORRECTLY, | 00035016 |
| *FILE | NUMERATION NUMERAL BASES BINARY SYSTEM | 00035009 |
| *OBJECTIVES | BECOME FAMILIAR WITH MAB BLOCKS AND HOW THEY CAN BE USED WITH CHILDREN, | 00036012<br>00036013 |
| *PREREQJISITE | ALL PREVIOUS MODULES ON NUMERATION, | 00036014 |
| *EXPERIENCE | WORK WITH DIENES MULTI-BASE ARITHMETIC BLOCKS, | 00036011 |
| *SETTING | SMALL GROUP, COLLEGE | 00036010 |
| *MATERIALS | DIENES MAB BLOCKS | 00036005 |
| *LEVEL | ALL GRADES | 00036008 |
| *GENERAL | ALL CANDIDATES | 00036007 |
| *HOURS | 1 | 00036006 |
| *EVALUATION | FILL OUT LAB WORKSHEET CORRECTLY, | 00036015 |
| *FILE | NUMERATION DIENES BASE | 0036009 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT CAN TEACH PUPILS TO PLOT POINTS OR IDENTIFY THE COORDINATES OF A POINT, | 01850 15<br>01850 16<br>01850 17 |
| *PREREQJISITE | 160 | |
| *EXPERIENCE | THE STUDENT PREPARES AND PRESENTS A LABORATORY-TYPE LESSON TO 1-3 PUPILS ON PLOTTING POINTS, MADISON PROJECT MATERIALS WOULD BE ONE APPROACH THE STUDENT MAY CHOOSE WHAT HE WISHES | 01850 11<br>01850 12<br>01850 13<br>01850 14 |
| *SETTING | INDEPENDENT SCHOOL | 01877 10 |
| *MATERIALS | BLANK | 01877 5 |
| *LEVEL | PRE-SCH.-K | 01877 8 |
| *GENERAL | ALL CANDIDATES | 01877 7 |
| *HOURS | 1 | 01877 6 |
| *EVALUATION | THE PUPIL CAN PLOT POINTS GIVEN COORDINATES OR GIVEN COORDINATES FOR A GIVEN POINT, | 01850 18<br>01850 19 |
| *FILE | GEOMETRY COORDINATE CLINIC | 01877 9 |

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|---|---|---|
| *OBJECTIVES | STUDENT CAN TEACH PUPILS THE CONCEPT OF SLOPE USING OPEN SENTENCES, | 01851 15<br>01851 16 |
| *PREREQJISITE | 160 | 01851 17 |
| *EXPERIENCE | THE STUDENT PREPARES A LABORATORY TYPE LESSON FOR 1-3 PUPILS USING OPEN SENTENCES SO THAT A GIVEN SOLUTION ELEMENT IS A POINT ON A LINE, THE SHOE BOX MATERIALS SHOULD PROVE ADEQUATE FOR THIS, | 01851 11<br>01851 12<br>01851 13<br>01851 14 |
| *SETTING | INDEPENDENT SCHOOL | 01851 10 |
| *MATERIALS | BLANK | 01851 5 |
| *LEVEL | GRADES 1-4 | 01851 8 |
| *GENERAL | ALL CANDIDATES | 01851 7 |
| *HOURS | 1 | 01851 6 |

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|---|---|---|
| •EVALUATION | THE PUPIL CAN FIND AND PLOT THE COORDINATER THAT ENABLE HIM TO DETERMINE SLOPE, | 01851 18<br>01851 19 |
| •FILE | GEOMETRY SLOPE CLINIC | 01851 9 |

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|---|---|---|
| •OBJECTIVES | THE STUDENT CAN TEACH THE CONCEPT OF SLOPE DIDACTICALLY USING THE SLOPE FORMULA | 01852 14<br>01852 15 |
| •PREREQUISITE | 160 | 01852 16 |
| •EXPERIENCE | THE STUDENT PREPARES A DIDACTIC TYPE PRESENTATION FOR A SMALL GROUP OF PUPILS USING THE FORMULA FOR THE SLOPE OF A LINE TO TEACH THE CONCEPT OF SLOPE, | 01852 11<br>01852 12<br>01852 13 |
| •SETTING | INDEPENDENT SCHOOL | 01852 10 |
| •MATERIALS | BLANK | 01852 5 |
| •LEVEL | GRADES 5-8 | 01852 8 |
| •GENERAL | ALL CANDIDATES | 01852 7 |
| •HOURS | 1 | 01852 6 |
| •EVALUATION | THE PUPIL CAN FIND THE SLOPE OF A GIVEN LINE BY ITS EQUATION, | 01852 17<br>01852 18 |
| •FILE | GEOMETRY SLOPE CLINIC | 01852 9 |

| | | |
|---|---|---|
| •OBJECTIVES | SIMILAR TRIANGLES, RATIO OF LENGTH TO AREA | 01853 16 |
| •PREREQUISITE | 165 | 01853 17 |
| •EXPERIENCE | MAKE AN EQUILATERAL TRIANGLE USING STRING OUTDOORS (EACH SIDE ABOUT 4 FEET-NO MEASURING ALLOWED-, MAKE ANOTHER TRIANGLE THE SAME SHAPE AS ABOVE BUT WHOSE SIDES ARE 3 TIMES AS LONG, WHAT DO YOU NOTICE- HOW MANY SMALL TRIANGLES WILL FIT IN THE LARGER ONE- | 01853 11<br>01853 12<br>01853 13<br>01853 14<br>01853 15 |
| •SETTING | SMALL GROUP (1-12 STUDENTS) COLLEGE | 01853 10 |
| •MATERIALS | STRING, TONGUE DEPRESSORS OR TAPE, | 01853 5 |
| •LEVEL | ALL GRADES | 01853 8 |
| •GENERAL | ALL CANDIDATES | 01853 7 |
| •HOURS | 1/2 | 01853 6 |
| •EVALUATION | MAKE A TRIANGLE WHOSE SIDES ARE 4 TIMES THE SMALL ONE, ANSWER THE SAME QUESTIONS, | 01853 18<br>01853 19 |
| •FILE | RATIO, AREA GEOMETRY LABORATORY | 01853 9 |

## PROGRAM SPECIALIZATION

To date most elementary teacher education programs have been designed for a general classroom teacher. The need for such teachers and for a training program for them is expected to continue to exist in the foreseeable future. Pre-school and primary grades may continue to rely upon a person of general subject-center skills, and many schools are likely to retain self-contained classrooms in the upper grades for many years. There is emerging, however, a second teacher role in the elementary school--that of the subject-matter specialist. Two separate organizational approaches, the development of the middle school and team teaching, require teachers with strong subject-matter competency. Further, experimental curriculum movements in mathematics, science, social science, and language demand increased expertise on the part of the teacher. The expanding need in the future is likely to be for teachers who have specialized in subject areas such as mathematics, science, language arts, social science, reading, art, and music.

Differences in the ages of children also require differences in the backgrounds of teachers. Professional translation of human study is focused upon the unique needs of each group of children. Program branching, therefore, is provided those students planning to teach pre-school, primary school, and middle-school children. Pre-school includes children aged three through six, or nursery school and kindergarten. Primary school is defined for our purposes as grades one through four in a graded school or ages six through ten. Middle-school includes children from ten to thirteen, or until entry into the high school program.

Thus program differentiation and specialization occur along two dimensions:

1. The amount and area of subject-matter specialization.

2. The age of pupils to be taught.

The choices possible along these two dimensions generate twenty-four program modifications as illustrated in the following figure.

| Teacher Specialization | Elementary School | | |
|---|---|---|---|
| | Pre-School | Primary School | Middle School |
| General Classroom Teacher | x | x | x |
| Mathematics Teacher | x | x | x |
| Science Teacher | x | x | x |
| Social Science Teacher | x | x | x |
| Language Arts Teacher | x | x | x |
| Reading Teacher | x | x | x |
| Art Teacher | x | x | x |
| Music Teacher | x | x | x |

At the undergraduate level, students may choose to emphasize one age level of pupils. In their Scholarly Modes of Knowledge, Professional Use of Knowledge and Clinical Experiences, they may select one of several alternate tracks which are based on pupil age levels. For example, in Science-Scholarly Modes of Knowledge students examine certain experimental science programs. Such examination is differentiated according to the grade level of materials. Thus, prospective primary teachers tend to spend more time exploring primary science materials than prospective upper-grade teachers. In clinical simulation activities, differentiated episodes are proposed as alternatives for students specifically interested in certain pupil age levels. In fact, throughout the Scholarly Modes of Knowledge, Professional Use of Knowledge, and Clinical Experiences a number of alternate modules have been developed for differentiating the programs by age level. These should be expanded as the implementation of the program develops and as the need for such proliferation becomes more evident.

The program permits specialization on a second dimension--subject area concentration. Students specializing in mathematics and social studies, for example, would complete a significant portion of their program in these two areas. They would not only be highly skilled in utilizing the behavioral sciences modes

of inquiry, but would also be proficient enough in their areas of concentration to provide instructional leadership in these areas as members of a teaching team. Several areas of the curriculum are studied by both these subject specialists and by the general classroom teacher. These are General-Liberal education, Human Learning, Tutorial Experiences, Career Decision Seminar, Reading-Professional Use of Knowledge, and the Communication Seminar. The program of the specialist differs from that of the general classroom teacher in that he studies in greater depth two areas of the curriculum. Implementing colleges will no doubt suggest the intensivity of education in these two areas, and the balance between them. Some colleges may examine the various Scholarly Modes of Knowledge and recommend only a few which are relevant for each specialization. Other colleges may prefer a broader base for the specialist, and require that all prospective teachers, generalist as well as subject specialist, attain competency in all Scholarly Modes of Knowledge. In Professional Use of Knowledge, specialists concentrate only on their fields plus reading, while the general classroom teacher explores all areas.

Specialists participate in teamed field experiences and internship in their chosen field. In such arrangements, supervision is provided by Intern Consultants competent in their area. In a particular clinic school with 25 to 30 students, the five or six Intern Consultants could be selected so that they represent major curriculum areas.

The pressure of time precluded the writing team adequately developing and proposing alternate training programs for undergraduate subject specialists. Brief overviews are presented below as sketchy guidelines for further staff work. In the social studies, more extensive descriptions, including modules, are included as paradigms for these extensions. Special programs for geography, anthropology, sociology, economics, and history are described. Specialists would select two of these for more intensive work, then they extend this to a study of experimental programs. This phase is included last in this part of the program.

## THE READING SPECIALIST

For the purposes of this proposal, the reading specialist is viewed as a person who is equipped, by virtue of his broad view of elementary reading instruction and of his academic background in disciplines cognate to reading, to serve as a reading resource person for members of an instructional team or school staff. While he will not be trained as a remedial reading specialist, he will have made significant steps toward such preparation by the time he has completed his pre-service training. He, therefore, will be able to provide assistance with remedial readers in the professional setting.

The reading specialist will complete Parts 1 through 6 of the reading component as will all teacher candidates. In addition, he will select both Part 7 and Part 8 of the reading component to obtain the knowledge of beginning and later elementary reading instruction needed to cope with the entire scope of elementary reading instruction. The reading specialist will also elect a special reading course focusing on causes and types of reading retardation, procedures for working with retarded readers, and informal and formal diagnostic techniques.

In the academic disciplines, the reading specialist will elect the following series of experiences which:

1. Focus on verbal learning, concept formation, problem solving, and transfer with implications for teaching reading.

2. Develop the history and status of educational measurement, the available standardized tests, interpretation of standardized test scores, norms, and profiles.

3. Relate the interconnectedness of language and culture, including child language learning, linguistic and cultural contact phenomena, specialized languages, and language and cultural change.

4. Explore the psychological processes underlying meaning control of verbal behavior, verbal aptitude, and verbal habits in learning and perception.

5. Explore clinical psychology, the types of problems involved, the diagnostic instruments used, and the appropriate techniques used.

6. Explore personality theories of development, and the structure and dynamics related to learning.

7. Focuses on the nature of abnormal behavior and its social significance, with a description of symptoms and dynamics of psychological disorders, including consideration of therapies and theories of prevention.

8. Study the scientific study of language, including problems of phonemic analysis, morphemic analysis, and syntax.

## THE LANGUAGE ARTS SPECIALIST

Overview. The person intending to specialize in language arts and reading completes all section in General-Liberal Education and Scholarly Modes of Knowledge. Where options exist in experience modules that differentiate particular age groupings the specialist who has optioned for a particular age level completes the modules related to that group. For example, in Literature for Children the books selected for specific study relate to the age level specialization. With the Professional Use of Knowledge sections of this program, Language Arts Specialists are exempted from the mathematics, science, and social science components. However, specialists complete advanced work in both reading and language arts and a major in English and communication arts. These advanced courses and the general nature of work in the major are examined later in this document.

In the Clinical Experiences section a number of experiences are common with all candidates--those that relate to the acts of teaching that are evident in any classroom; i.e., admin-

istration, using records, reporting, organizing, and planning. The instructional aspects related to a content area or specific learning tools within clinical experience related to the classroom setting are assigned as they directly apply to the language arts areas. For example, an experience designed to provide exposure to or practice in planning in writing or oral communication skills would be chosen rather than one in mathematics or science.

A second feature of clinical experiences occurs outside the elementary classroom setting. Ideally there should be a college clinic setting in the language arts areas of written and unwritten communication. Such a clinic would provide tutorial experience for the language arts specialist as fellow trainees, at an earlier preparation stage, are given personal assistance in improving their communication skills. Furthermore, such a clinic might provide assistance on an "outpatient" basis for children and youth much like the typical "reading clinic," and thereby avail teacher preparation candidates with subjects for study and practice in diagnosis and remediation of language arts skills outside of the reading area.

Advanced Reading Language Arts - Reading specialists complete all phases (I-V) of the reading component of the Professional Use of Knowledge section. (Refer to that section for specific development.)

Advanced Language Arts - The basic language arts component, enrolling both the generalist and the specialist, focuses on listening, speaking, writing, spelling, and handwriting.

The advanced experiences in language arts extend and deepen this focus through the language arts clinic, described earlier. Using a seminar approach, teacher-trainees study the diagnosis and remediation of pupil problems in the areas of listening, speaking, and writing with the associated tool skills of spelling and handwriting. As staff in the language arts clinic, candidates study research and research methods in the language arts as well as carry out such research and experimentation as is possible within their interests and capabilities.

English-Communication Arts - Candidates for specialization in language arts-reading make their initial decision for such specialization sometime prior to work in Professional Use of Knowledge. Following such a decision, the specialist begins work on a major in English and communication arts. Little differentiation occurs in the content work for the specialist related to any age level specialization. Field experiences however, may focus on a particular age level interest of the student. The specific work in the major is determined jointly by adviser and student and may reflect special interests and competencies of the trainee. Content generally includes work in English, psychology, communication, and speech along the lines of components broadly described as follows:

Communication

Verbal and Nonverbal Language and Communication:

nonverbal dimensions of communication including use of space, time, action and object.

relations between communicator goals and recipient interpretation

theories of role of language in human behavior, including semantics

effects of mass communication media.

English

Writing:

expository

creative

Literature:

major forms of prose fiction, drama, and poetry

Language and Culture:

relationships among sociology, anthropology, and language

child language learning

Linguistics

Nature of Language:

American usage, grammar, syntax, structure, pronunciation, vocabulary, social and geographical variations

Psychology

Psychology of Personality:

social motivation, interpersonal adjustment, personality development, and problems of mental hygiene

Child Psychology:

emotional, social, and intellectual development of early childhood through adolescence

Learning:

concepts, issues, and principles of learning theory

language and behavior

perception

Speech

Oral Interpretations of Childrens Literature

oral communication and speech activities

Program Outline for Language Arts-Reading Specialist.
A suggested prepreparation program for the language arts specialist, as differentiated from the general classroom teacher is outlined below. The credit hours indicated are in term hours in a four quarter system and are included only as an example to add clarity to the program description.

| Areas | Credit | Generalist | Specialist |
|---|---|---|---|
| Liberal | 48 | | |
| humanities, social science | | x | x |
| natural science | | | |
| Scholarly Modes of Knowledge | 41 | | |
| fine arts | | x | x |
| math | | x | x |
| science | | x | x |
| social science | | x | x |
| communication | | x | x |
| linguistics | | x | x |
| lit for children | | x | x |
| Human Learning | 10 | x | x |
| Clinical Experiences | 23 | x | x |
| Professional Use of Knowledge | 15 | | |
| math (3) | | x | |
| science (3) | | x | |
| soc sci (3) | | x | |
| reading (3) | | x | x |
| lang arts (3) | | x | x |
| Advanced Work | | | |
| Reading | 3 | | x |
| Language Arts | 3 | | x |
| Major-Eng. Comm. Arts | 30 | | x |
| Minor | 20 | | x |

Program Experiences - The actual and specific learning experiences for teacher candidates in the language arts component are encompassed in the "modules" for this component. These experiences are not exhaustive of the learning area under attention. Rather, they exemplify the area along two dimensions generative of experiences productive of the prospective teacher qualified as an elementary teacher, or specialist, in the language arts.

The first dimension is the three dimensional program included in Professional Use of Knowledge--Language Arts, which proposes the approach to study of this area. This is, the descriptive/prescriptive study of language arts programs occurs by an examination of the professional procedures within each component of the language arts as influenced by variables which lend themselves to study through the behavioral sciences.

The second dimension is one of foundational hypotheses. Each component of the language art--listening, speaking, writing and its tool skills of handwriting and spelling - is based on a series of hypotheses which account for, or justify, content or teaching strategies. These hypotheses have been developed as representative of the core of beliefs or expectations built into this component of the program and have generated a series of sample experiences.

Either dimensional source of modules lends itself to extension or reordering. Specific experience modules may suggest corrolary experiences to other readers as well as being appropraite to different organization.

Listed below are the hypotheses for the language arts component.

Language Specialist and Clinic Setting

Teacher Candidates who:

1. study and apply techniques of child interviewing to elicit language samples for study are more likely to become proficient in this skill.

2. evaluate child language samples for typicality, vocabulary, usage, syntax with a variety of systems will be more likely capable of evaluating oral language development.

3. have been trained to attend to physiological, sociological, and psychological conditions influencing the acts of speaking, listening, writing, are more likely to be empathetic and alert to, and compensate for such factors in their own and others teaching.

4. have experience in observation specified for evaluation of language participation and communication are more likely to be alert to problems or limitation in such communication.

5. have experience in taking dictation of the oral stories of children are more likely to be willing to carry out such an activity and develop methods of extending the oral and written communication skills of their learners.

6. have studied research, test situations and administration related to language development, and experimental programs for elementary pupils are more likely capable of analyzing and prescribing for elementary language arts programs.

7. have observed, diagnosed, and treated language development problems in a clinic setting are more likely capable of bringing clinic techniques to the classroom.

# THE ART SPECIALIST

Rationale - The program indicated below is based on the assumption that the prospective elementary specialist requires competence at a performance level in a special field of studio practice and that he requires sufficient breadth in selected studio areas as a basis for his effective functioning in the elementary teaching level. Hence t sequences indicated are designed to facilitate two interactiv developments, namely the student's development as a competent art performer and as a sensitive interpreter and teacher of art.

Program for the Elementary Art Specialist - The program for the elementary art specialist consists of three related sequences, two of which are subsumed under Scholarly Modes of Knowledge and the third under Professional Use of Knowledge. The Scholarly Modes of Knowledge sequences are:

1. studio practices

2. study of the history of art and aesthetics

Studio Practices - Studio practices required of all specialists consists of the following:

1. drawing and painting sequence - The sequence consists of not less than twelve credits in a combined drawing and painting studio. Students identify and work in drawing and painting media inclusive of such materials as charcoal and pencil, inks, water colors, oils and acryllic pigments.

2. graphic media sequence Students work in articulated program identifying the fields of photography, print making, and typography, culminating in integrative projects, including use of prints, type and photographs designed for instructional use in the classroom. The sequence consists of no fewer than nine quarter credits.

3. three-dimensional sequence - A sequence of no fewer than nine quarter credits includes identification of and work in such materials as ceramic clay, wood, stone, plaster, wax for bronze casting, and direct sculptural methods such as welding and brazing.

4. craft elective - Students select courses of not less than six quarter credits identifying and working in such areas as jewelry and textiles.

5. elective area- Students select additional areas for creative work from those mentioned above as a basis for independent work.

History of Art and Aesthetics - A sequence of at least twelve quarter credits permits student identification of historical epochs , styles, schools and individual artists. Identification of occidental, oriental, African, and primitive arts establishes a basis for recognition of significant contributions to art by various ethnic and national groups. Study of aesthetic philosophies through special literature and authors stimulates students' identification and analysis of works of art including their structual and psychological foundations.

Professional Use of Knowledge. - A twelve credit sequence in art education theory consists of at least one four credit experience introducing the student to philosophical and psychological bases for art teaching in schools. A second four credit component combines observations in clinical situations with classroom discussions of relevant theoretical literature. A third four credit component is designated as a senior seminar taking place in conjunction with internship in an elementary school.

## THE SCIENCE SPECIALIST

The preparation of the elementary education specialist in a subject matter area has long been a subject of debate and study, the polar positions holding for training first as a generalist followed by additional material in the field and for training essentially limited to the field itself with a brief introduction to pedagogy. Compromise has been rare in spite of increased demand for specialists to serve in new roles in middle schools, teaching teams and other reorganizations of the curriculum.

The overall proposal described in this document serves to afford an opportunity to successfully bridge the different positions and to permit the training of a genuine specialist. The continuous exposure to clinical experience and the emphasis on human learning should more than establish a basic understanding of the needs in elementary education. The proposed specialist programs further reunite all preservice teachers through common activities in the General-Liberal Education program and the Modes of Inquiry seminar.

The time needed to pursue one or two areas in sufficient depth is provided in the planning by allowing the specialist to waive courses in Scholarly Modes of Knowledge and Professional Use and Knowledge in areas outside his field. It is hoped that each specialist would develop at least his major area and one related area from courses available in the regular college program. The combinations are not pre-set and in fact the stereo-type science - mathematics combination is not expected to be at all common. Even within the science area consideration of a biological, physical or space and geoscience concentration will be encouraged. The specialist should be prepared to offer direct assistance to students and teachers at all levels of elementary education, thus his breadth of background and his depth of understanding in his own area must be extensive.

The program of study for the specialist will begin with the same General-Liberal sequence in Natural Science and Mathematics as the general classroom teacher. During the sophomore year he is most likely to begin his work in chemistry

if he plans to follow any of the three major areas. The Junior year program in Science includes a three-term sequence in the area covering the fundamental aspects of morphology, taxonomy, molecular biology, genetics and the physiology of both plants and animals.

A special experience adopted from the existing modules in Elementary School Science I and II is planned for the first term of the Junior year. The purpose here is to provide a specific base of experiences reflecting the phenomena to be encountered in the elementary school setting similar to that held by the general classroom teacher. Each of the major dividsions of the two term sequences can be included, with special emphasis on the nature of the process skills needed by children. The topics include: Matter and Properties, Classification, Changes and Interactions, and Energy Relations.

The specialist then participates in the same pre-clinical program as the general classroom teacher in the Professional Use of Knowledge sequence. His role however, is expected to involve early contact with teachers as often as with children since much of his performance will involve such interactions.

A special one term seminar is also proposed in conjunction with the major clinical program in the senior year. This opportunity to review inovation strategy, implementation models and a larger range of curricular materials will accompany the situations where such information is being applied.

SCIENCE SPECIALIST PROGRAMS (MAJORS)

Freshman Year

| | |
|---|---|
| Science I | 4 cr. |
| Science II | 4 cr. |
| Mathematics | 3 cr. |

Sophomore Year

| Biological Science | Physical Science | Space and Geo-Science |
|---|---|---|

(All take 11 credits of Chemistry)

Junior Year

| | | |
|---|---|---|
| Biological Science | Physics | Geology |
| Biological Science | Physics | Geology |
| Biological Science | Physics | Astrology |
| 12 | 12 | 12 |

| | |
|---|---|
| All take - Elementary School Science | 3 |
| Professional Use of Knowledge I | 3 |
| Professional Use of Knowledge II | 3 |
| | 9 |

Senior Year

Seminar 1

TOTALS 44 Credits

MATHEMATICS

Those elementary teachers who wish to become mathematics specialists begin their program just as the general classroom teacher. They take the freshman course at the regular time and enroll in the two Elementary Mathematics components during the first two terms of the sophmore year. After this, they have four terms remaining to enroll in four courses selected from the following areas.

1. Foundations of Mathematics
2. Number Theory
3. Topics in Geometry
4. Matrices

5. Modern Algebra

6. Probability and Statistics

7. Analysis

In addition to mathematics, each specialist elementary teacher enrolls in an Elementary Mathematics Seminar for one hour credit each term during the four terms--last term of the sophmore year and throughout the junior year. The seminar provides a bridge between the mathematics and the clinical experience for the specialists in mathematics and will be staffed by various members of the mathematics - education - clinical experience team.

During the four terms the students would examine contemporary mathematics curricula, both experimental and commercial, analyzing various approaches to classroom management, studying implications of psychology and child development as it relates to mathematics instruction, and in general, scrutinize those perceivable variables which relate to the learning of mathematics by children.

SOCIAL SCIENCE

Prerequisites for the specialist's program include General-Liberal Education - Introduction to Social Science, and Scholarly Modes of Knowledge -- Social Science.

The student is given the opportunity to specialize in two of the following social science disciplines for a full year: anthropology, economics, geography, and sociology; or he may elect history as one of the two specialties.

The anthropology provides the student with a knowledge of the nature and significance of the concept of culture; the geography into the nature of the relationship that exists between man and the land (it is based upon the auto-tutorial system); the economics and the sociology are described as systems; and the history which is primarily American intellectual history is included to complement the work of the social scientists and to show the relationship that exists between social science and history.

A second year is directed to the many social studies programs for the elementary school and the resulting materials which have been produced in recent years. The SRA, Greater Cleveland, Contra Costa, and Georgia Anthropology materials are thoroughly reviewed. A portion of the year is directed to teacher creativity--to the production of materials by the soon to be teacher Objectives, strategies, production, and evaluation will all be the concern of the new elementary school social studies teacher. Modules to illustrate the scope of this portion of the program are included at the end of this section under the heading "Experimental Programs."

GEOGRAPHY Preston James stated that geography is the study of the significance of the areal arrangements and association of things on the surface of the earth.[1] As such, geography is as old as man himself, for as preliterate men began to explore their habitats for food, shelter, and protection they had to be better than average geographers because their very existence depended upon a knowledge of the arrangements and associations of physical phenomena.

Curiosity about what was beyond the horizon has characterized man throughout the centuries. Explorations have contributed to our fund of knowledge concerning the surface of the earth, and have excited the imagination of almost every human being. The sense of exploration begins when the child takes his first step, when he discovers his own yard, when he travels to the end of the block, to school, to town, and, perhaps, eventually to other parts of his country and world. The excitement of the horizon remains!

The geography teacher contributes to rolling back the curtain on the unseen mysteries of the world. Briault and Shave offer several contributions to geographic education. First, they suggest that geography "... will teach a content of connected fact (which is) interesting, significant, and culturally valuable. Second, the subject will suggest the world view.... Third, the subject will lend accuracy and reality to ideas of other people and other parts of the world, so that the world view shall be

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[1]Preston E. James, New Viewpoints in Geography, Twenty-Ninth Yearbook of the NCSS, Washington, D.C., 1959, p. 13.

enlivened by a realistic appreciation of other lands."[2] In addition, they emphasize the place of geography as a link between the natural and social sciences.

George Cressey emphasized these points when he outlined the four essentials which should be mastered by every geography teacher. These are: an understanding of the physical environment of the earth, an appreciation of cultural phenomena, a knowledge of maps and map reading, and familiarity with some area or region of the world. Mental aptitudes thus emphasized in the study of geography are observation, classification, memory, imagination, judgement, and reasoning. To these should be added the fact that geography also teaches essential skills, such as those concerned with maps.[3]

Thus, the contributions geography makes to the curriculum of the teacher trainee, and hopefully to the elementary pupil are:[4]

1. It stimulates inquiry and experimentation concerning the useful and essential facts about the physical and cultural environments of the earth.

2. It emphasizes essential skills in working with the atlas and maps to find out about places on the surface of the earth.

3. It enables the student to enjoy a richer use of his leisure.

4. It offers opportunity for aesthetic experiences,

5. It studies distributions and patterns on a local and world-wide scale.

6. It trains for better local, national, and world citizenship.

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[2] E. H. W. Briault and D. W. Shave, Geography in Secondary Schools, Geographical Association, London, 1962, pp. 6-7.

[3] M. Long and B. S. Roberson, Teaching Geography, London, 1966, p. 6.

[4] Ibid.

The organization of this section is such that the stage is set within and upon which the human drama has been, is, and will be played. The physical environment will be treated passively, but, nevertheless, as a framework within which all human activity is confined; restricted or promoted. The physical elements of the world are introduced and their distribution analyzed. Each is related to specific areas of the world, and the cultural responses or alterations noted. The outline of the geography section is as follows:

1. Introduction to Maps

    a The Atlas
    b Latitude and Longitude
    c Size and Shape of the Earth
    d Map Projections
    e Planimetric Maps and Map Reading
    f Topographic Maps
    g Aerial Photographs

2. Time

3. Earth-Sun Relationships

4. Insolation and World Temperature

5. Pressure and Winds of the World

6. Humidity and Precipitation

7. Storms

8. Reading the Weather Map

9. Climatic Controls

10. Climates of the World

11. History of the Earth

12. Landforms

    a Diastrophism and Volcanism
    b Streams
    c Subsurface Water
    d Wind
    e Waves
    f Glaciers

13. Soils

14. Field Observations

The average time required to complete the geography section is approximately 108 hours of which 87 hours are content, and 21 hours are concerned with lesson planning for the grade-level with which the teacher-trainee is working.

This section is taught by the Audio-Visual-Tutorial (A-V-T) method of instruction in geography which was conceived, designed, developed, and implemented by the author.[5] This method of instruction is used here to provide a form of independent learning with a concomitant flexibility of class meeting times. An important auxiliary function of the A-V-T system is to make adjustments for the diversity of backgrounds of students entering this expereince.

Teaching is the art of sequencing learning events into a meaningful experience for students.[6] Learning, on the other hand, must be done by the learner, and the educational system must provide those activities which require student envolvement.[7] "The premise here is that any student can learn almost anything if it is presented in small enough units, and if it is repeated often enough. Furthermore, the student can learn faster and

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[5]Benjamin F. Richason, Jr., "The Audio-Visual-Tutorial Method," The Journal of Geography, April, 1967, pp. 155-157.

[6]S. N. Postlethwait, J. Novak, and H. Murray, An Integrated Experience Approach to Learning, Burgess, Minneapolis, 1964.

[7]Ibid.

retain material longer if as many senses as possible are incorporated in the learning experience."[8] To accomplish these factors, the discussions and laboratory instructions in this section are tape recorded and illustrated with color slides of landscapes, instruments, atmospheric phenomena, maps, charts, diagrams, and problems when appropriate.

The purpose of the A-V-T geography section is to improve course content, to stimulate interest in geography, and to promote independent learning on the part of the students. Basic to the A-V-T geography section is a series of independent study carrels, each equipped with a tape-play transport, a 35 mm slide projector, an 8 mm continuous loop movie projector, and ample space for displaying maps, charts, diagrams, photographs, and experimental equipment. A demonstration table is provided for displaying materials and for certain types of experiments which cannot be contained in the study booths. Tape-play decks located on the demonstration table will give directions to students and guide them through specific experimental and observational activities.

The lecture-laboratory portions of the course are presented by means of tape-recorded discussions, illustrated and expanded by means of color slides. The laboratory and problem work in the A-V-T geography section logically and immediately follows the so-called "lecture" topic, and thus becomes an integral part of the course, rather than an appendage to it, as is frequently the case in the traditional lecture-discussion-laboratory type of presentation.[9]

Working independently on an unscheduled basis in the A-V-T booths, an individual student may progress through a unit of work at his own pace, repeating any portion of the presentation as many times as necessary to understand the concepts. Thus, each student becomes an active participant as he hears discussions on the tape, sees them illustrated by means of slides

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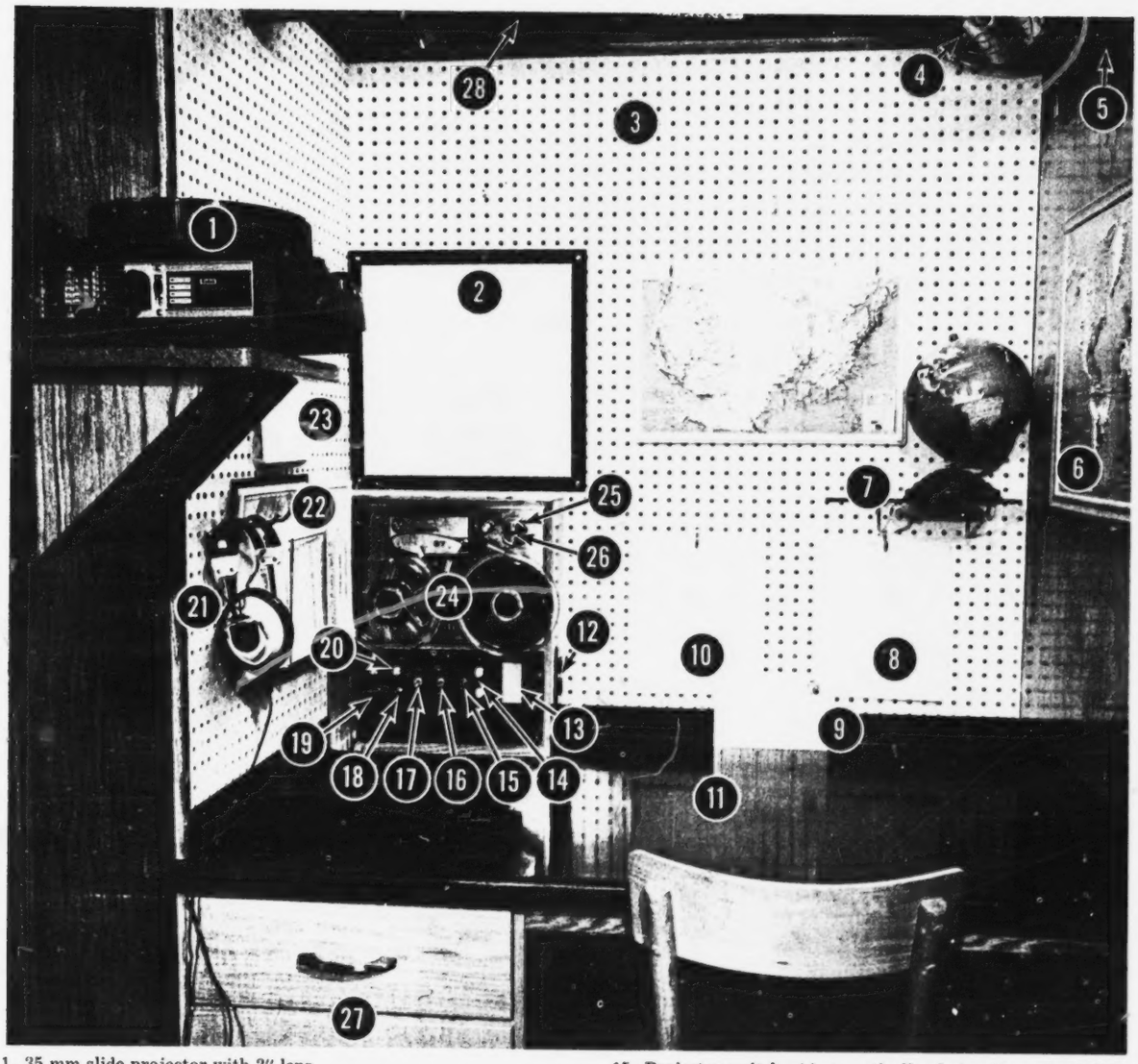
[8]S. N. Postlethwait, from unpublished speech.

[9]B. F. Richason, Jr., loc. cit., p. 155.

# AUDIO-VISUAL-TUTORIAL LABORATORY




1. 35 mm slide projector with 3″ lens.
2. Mat white screen, vinyl base (15″ x 15″).
3. Pegboard for displaying materials.
4. Ventilating fan.
5. Map rail.
6. Permanently mounted world relief map.
7. Glass shelf. (Others may be added.)
8. Alphabetical list of place locations discussed on tape.
9. Student identification card indicating times booth was used.
10. Alphabetical list of new terms discussed on tape.
11. Formica laboratory deck (48″ x 32″).
12. Electrical outlets.
13. Laboratory deck light.
14. Forward and reverse buttons for projector.
15. Projector switch. (Automatically shuts off overhead light and turns on deck light when projector is turned on.)
16. Switch for occupancy lights; occupied—red, unoccupied—green. (Lights are located at end of bank of ten booths.)
17. Ventilating fan switch.
18. Guest jack for instructor.
19. Earphone jack.
20. Tape player switch; volume and tone control.
21. Earphones.
22. Laboratory exercise; correlated with tape.
23. Laboratory work sheets.
24. Tape player with footage counter.
25. Fast forward and reverse for tape player.
26. Tape play control.
27. Storage drawers for laboratory equipment.
28. Recessed overhead lighting.

and movies, and works along with the instructor in solving geographic problems in an environment devoid of the many distractions of the traditional classroom. The clock hours required to complete any exercise in this section are unimportant because the student selects the period of his optimal attention span. The student may stop work at any time and return to a booth at a later time and continue with the exercise.

In addition to their work in the A-V-T booths, students should meet once each week with the instructor in small discussion sessions, where they may ask questions, where questions are asked of them or where they have the opportunity to expand ideas with the instructor, especially in regard to teaching procedures for particular units of the work.

A laboratory assistant should be on duty at all times during which the A-V-T laboratory is open. His duties are to check students in and out of booths, to re-set tapes, slide and movie projectors after students have finished work in the booths, to restock expendable supplies, and to aid students with their work when necessary.

A record should be kept of the total time each student spends in the independent study carrels, as well as the time spent per visit. This information can be used to determine booth useage, to aid the student in planning his work sessions in the laboratory, and to correlate scores on examinations with the time spent in the independent study portion. Since the progress a student makes on a taped presentation can be measured, dermination can be made of the exact segments which cause trouble. This also gives the instructor considerable advantage in modifying the component content and testing procedures.

When the student enters a booth he puts on the earphones and starts the tape player. All supplies and equipment necessary to study and understand the assignment are present in the booth, or on the demonstration table to which the student will be referred by the commentary on the tape.

Each tape transport unit is equipped with fast-forward and fast-reverse controls which enable the student to move with ease from place to place on the tape. Each tape transport is

also equipped with a pause control which allows the student to stop the tape instantly in order to take notes or to observe slides, movies, and diagrams for any length of time. In addition, each tape deck is equipped with an index counter. When a student wishes to leave the booth before completing an exercise, he merely records the number on the index counter, and upon returning to the booth at a different time he fast-forwards the tape to that number and continues his work.

Specially designed laboratory worksheets are made available to the students in each booth. On these worksheets spaces are provided in which the student can write the index number from the tape deck when he leaves the laboratory. This sheet is turned in to the laboratory assistant on duty when the student leaves the laboratory. The assistant can determine if the student has completed the laboratory work required up to that position on the tape. It is felt that for the student to obtain the maximum benefit from the A-V-T geography section, he must do the laboratory problems prescribed at the time they are assigned on the tape.

An alphabetical list of all new terms introduced on the tape is hung on the pegboard wall of each booth. Referal to this list enables the student to see the term and to learn its spelling. An alphabetical list of all new place locations mentioned on the tape is also placed in each booth. Furthermore, each independent study booth is supplied with an outline of the material presented on the tape. The index counter number for each major heading on the outline is recorded on this sheet, thus enabling the student to see the logic of the presentation and aiding him in his review procedures.

The principal values of the tape-recorded presentation lies in the fact that it is spoken from a prepared script which demands a type of organization and thoroughness which was probably not present to the same degree in the traditionally presented course. The written script gives the instructor the opportunity to organize his material logically and concisely. Secondly, each student hears the same taped discussion, and each student may listen to any portion of the tape for as many times as necessary to have a clear idea of the material presented. Educators are aware of the fact that students learn at different rates and in response to varying sets of stimuli. The A-V-T geography section allows for the use of a maximum number of senses at times and during intervals which the student finds

best suited to himself.

Although the A-V-T geography section stresses learning through well conceived and well prepared tapes, slides, and movies, it is recognized that the discussion-slide-movie format itself could become monotonous and thus lose much of its intended effectiveness, notwithstanding the various and unique purposes to which the slides and movies are put. Therefore, many other visual materials are placed in the independent study booths for examination and experimentation by the student. Depending on the topic being presented, the booth may be supplied with land-form models, topographic maps, weather maps, copies of old maps and land survey plats, climatic charts, cyclonic storm models, globes, the celestial sphere, projection models, rock and mineral specimens, soil micro-monoliths, the analemma, the tellurometer, stereoscopes, aerial photographs, soils maps, population maps and diagrams, to list a few of the extra-visual materials anticipated for use in this section.

GEOGRAPHY

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*OBJECTIVES    TO LEARN HOW TO USE THE ATLAS TO FIND OUT WHERE PLACES ARE 01891 17
               AND WHAT THEY ARE LIKE IN TERMS OF RELATIVE LOCATION,      01891 18
               TOPOGRAPHY, TYPE OF ROCK, MINERALS, SOIL, VEGETATION,      01891 19
               CROPS, CLIMATE ≥CLIMATIC TYPE, TEMPERATURE, RAINFALL≤      01891 19
               WINDS+, AND ECONOMY.                                       01891 20
*PREREQUISITE  NONE                                                       01891 21
*EXPERIENCE    LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE   01891 11
               CORRELATED SLIDES ON THE USE OF THE ATLAS.  WORK ALONG     01891 12
               WITH THE INSTRUCTOR IN LOCATING PLACES ON THE ATLAS MAPS,  01891 13
               AND IN INTERPRETING THE LAND FROM THE USE OF VARIOUS       01891 14
               PLATES IN THE ATLAS.  LEARN THE LOCATION OF THE PLACES     01891 15
               INTRODUCED ON THE TAPE AND SLIDES.                         01891 16
*SETTING       INDEPENDENT COLLEGE                                        01891 10
*MATERIALS     ATLAS, SLIDES OF THE ATLAS PLATES AND ACTUAL PHOTOGRAPHS   01891  5
               OF THE LOCATIONS.  ≥SLIDES -- OBLIQUE AERIAL VIEWS OF THE  01891
               PLACES, GROUND VIEWS OF THE SAME PLACES, AND CLOSE-UP      01891
               SLIDES OF PEOPLE WORKING IN THE SAME PLACES.+              01891
*LEVEL         BLANK                                                      01891  8
*GENERAL       SPECIALIST                                                 01891  7
*HOURS         1 HOUR 15 MINS.                                            01891  6
*EVALUATION    USING THE VARIOUS PLATES IN THE ATLAS ONLY, AS             01891 22
               DEMONSTRATED ON THE TAPE DISCUSSION AND SLIDES, WRITE A    01891 23
               GEOGRAPHIC CHARACTERIZATION OF AUSTRALIA.  EXPLAIN THE     01891 24
               POPULATION DENSITY AND DISTRIBUTION IN AUSTRALIA.          01891 25
*FILE          MAPS  DISCOVERY  USE OF THE ATLAS                          01891  9
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*OBJECTIVES    THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO     01892 16
               LEARN THE MEANING OF LATITUDE AND LONGITUDE, TO LEARN HOW  01892 17
               LATITUDE AND LONGITUDE ARE DETERMINED ON THE EARTH, AND    01892 18
               HOW TO LOCATE PLACES BY THEIR EARTH GRIDS.                 01892 19
*PREREQUISITE  PREVIOUS MODULE, 1891                                      01892 20
*EXPERIENCE    LISTEN TO THE DISCUSSION ON THE TAPE AND VIEW THE          01892 11
               CORRELATED SLIDES ON LATITUDE AND LONGITUDE.  VIEW THE     01892 12
               8 MM.  SINGLE CONCEPT, CONTINUOUS LOOP FILMS ON,           01892 13
               ≤LATITUDES AND ≤LONGITUDE.≤  LEARN THE LOCATION OF THE     01892 14
               PLACES INTRODUCED ON THE TAPE AND SLIDES.                  01892 15
*SETTING       INDEPENDENT COLLEGE                                        01892 10
*MATERIALS     ATLAS, 8 MM.  SINGLE CONCEPT, CONTINUOUS LOOP FILMS ON,    01892  5
               ≤LATITUDES AND ≤LONGITUDES≤  GLOVE, RUBBER BAND, OUTLINE   01892
               MAP OF THE WORLD, ASTRALOBE, 1589 ORTELIUS MAP.            01892
*LEVEL         BLANK                                                      01892  8
*GENERAL       SPECIALIST                                                 01892  7
*HOURS         1 HOUR 00 MIN.                                             01892  6
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|---|---|---|---|
| *EVALUATION | STUDY THE ORIELIUS MAP IN THE BOOTH. COMPARE IT WITH A | 01892 | 21 |
| | MODERN MAP OF THE SAME AREA IN THE ATLAS. ACCOUNT FOR THE | 01892 | 22 |
| | BOOTH AND A RUBBER BAND, DESCRIBE THE GREAT CIRCLE ROUTE | 01892 | 23 |
| | BETWEEN NEW YORK CITY AND TOKYO. BY USE OF THE ASTROLOBE, | 01892 | 24 |
| | SIGHT ON THE NORTH STAR AND DETERMINE THE LATITUDE OF | 01892 | 25 |
| | YOUR LOCATION. | 01892 | 26 |
| *FILE | MAPS DISCOVERY LATITUDE AND LONGITUDE | 01892 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO APPRECIATE THE WORK DONE BY EARLY SCIENTISTS IN | 01893 | 16 |
| | DETERMINING THE SIZE OF THE EARTH, TO UNDERSTAND THE WORK | 01893 | 17 |
| | OF GEODESY, AND TO RELATE THIS WORK TO THE MAKING OF | 01893 | 18 |
| | MODERN MAPS. | 01893 | 19 |
| *PREREQUISITE | PREVIOUS MODULE 1892 | 01893 | 20 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01893 | 11 |
| | CORRELATED SLIDES ON THE SIZE AND SHAPE OF THE EARTH. | 01893 | 12 |
| | VIEW THE 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM ON, | 01893 | 13 |
| | SIZE AND SHAPE OF THE EARTH.< LEARN THE LOCATION OF | 01893 | 14 |
| | THE PLACES INTRODUCED ON THE TAPE AND SLIDES. | 01893 | 15 |
| *SETTING | INDEPENDENT COLLEGE | 01893 | 10 |
| *MATERIALS | 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM ON THE | 01893 | 5 |
| | ELLIPSOID OF REVOLUTION, THE FLATTENING OF THE ELLIPSOID, | 01893 | |
| | AND THE GEOID SURFACE. | 01893 | |
| *LEVEL | BLANK | 01893 | 8 |
| *GENERAL | SPECIALIST | 01893 | 7 |
| *HOURS | 0 HOURS 45 MINS. | 01893 | 6 |
| *EVALUATION | BE ABLE TO EXPLAIN THE WORK OF ERATOSTHENES, POSEIDONIUS, | 01893 | 21 |
| | CASSINI, HUYGEN, AND NEWTON. BE ABLE TO EXPLAIN GEODETIC | 01893 | 22 |
| | LATITUDE AND LONGITUDE, AND THE GEOID SURFACE. WHY IS A | 01893 | 23 |
| | KNOWLEDGE OF THE EXACT SIZE AND SHAPE OF THE EARTH | 01893 | 24 |
| | ESSENTIAL TO THE MAKING OF MODERN MAPS. | 01893 | 25 |
| *FILE | MAPS DISCOVERY SIZE AND SHAPE OF THE EARTH | 01893 | 9 |

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|---|---|---|---|
| *OBJECTIVES | THE PURPOSE OF THIS INDEPENDENT STUDY EXERCISE IS TO | 01894 | 18 |
| | INVESTIGATE THE VARIOUS WAYS BY WHICH THE SURFACE OF THE | 01894 | 19 |
| | EARTH CAN BE REPRESENTED ON MAPS. | 01894 | 20 |
| *PREREQUISITE | PREVIOUS MODULE 1893 | 01894 | 21 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01894 | 11 |
| | CORRELATED SLIDES ON MAP PROJECTIONS. EXPERIMENT WITH THE | 01894 | 12 |
| | MAP PROJECTION MODEL IN THE BOOTH TO LEARN THE QUALITIES | 01894 | 13 |
| | OF THE VARIOUS TYPES OF MAP PROJECTIONS. WORK ALONG WITH | 01894 | 14 |
| | THE INSTRUCTOR AS YOU EXPERIMENT WITH THE MAP PROJECTION | 01894 | 15 |
| | MODELS. STUDY THE DIAGRAMS OF THE VARIOUS TYPES OF MAP | 01894 | 16 |
| | PROJECTIONS. | 01894 | 17 |
| *SETTING | INDEPENDENT COLLEGE | 01894 | 10 |
| *MATERIALS | MAP PROJECTION CHARTS, MAP PROJECTION MODEL, LIGHTED | 01894 | 5 |
| | PROJECTION MODEL ON DEMONSTRATION TABLE, SHEET OF WHITE | 01894 | |
| | PAPER AND RULER. | 01894 | |
| *LEVEL | BLANK | 01894 | 8 |
| *GENERAL | SPECIALIST | 01894 | 7 |
| *HOURS | 3 HOURS 03 MINS. | 01894 | 6 |
| *EVALUATION | PREPARE A MERCATOR PROJECTION USING THE INFORMATION GIVEN | 01894 | 22 |
| | ON THE TAPE AND SLIDE DISCUSSION. ON THE MERCATOR GRID | 01894 | 23 |
| | THUS PREPARED, DRAW IN THE CONTINENTS OF NORTH AND SOUTH | 01894 | 24 |
| | AMERICA. INTURN, PLACE THE CYCLINDER, CONE, AND PLANE ON | 01894 | 25 |
| | THE GLOBE IN THE BOOTH. RECORD THE ATTITUDE OF THE | 01894 | 26 |
| | PARALLELS AND MERIDIANS. SUMMARIZE THE USE OF EACH TYPE | 01894 | 27 |
| | OF PROJECTION IN TERMS OF ITS USEFULNESS FOR VARIOUS MAPS | 01894 | 28 |
| | IN TERMS OF DISTANCE, DIRECTION, SIZE, AND SHAPE. | 01894 | 29 |
| *FILE | MAPS DISCOVERY MAP PROJECTIONS | 01894 | 9 |

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|---|---|---|---|
| *OBJECTIVES | THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01895 | 17 |
| | STUDY THE BEGINNINGS OF THE U. S. PUBLIC LAND SURVEY, TO | 01895 | 18 |
| | UNDERSTAND THE SIGNIFICANCE OF THE GEOGRAPHERS LINE, THE | 01895 | 19 |
| | SEVEN RANGES, AND THE TOWNSHIP AND RANGE SYSTEM OF LAND | 01895 | 20 |
| | SALES AND OWNERSHIP, AND TO IDENTIFY THE EFFECTS OF THE | 01895 | 21 |
| | EFFECTS OF THE PUBLIC LAND SURVEY ON THE PRESENT CULTURAL | 01895 | 22 |
| | LANDSCAPE. | 01895 | 23 |
| *PREREQUISITE | PREVIOUS MODULE 1894 | 01895 | 24 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01895 | 11 |
| | CORRELATED SLIDES ON THE UNITED STATES PUBLIC LAND SURVEY. | 01895 | 12 |
| | STUDY THE COPY OF THE ORIGINAL SURVEY NOTES AND PLAT IN | 01895 | 13 |
| | YOUR BOOTH. CORRELATE THE INFORMATION OF THE ORIGINAL | 01895 | 14 |
| | LAND SURVEY WITH THAT FOUND ON THE MODERN MAP OF THE SAME | 01895 | 15 |
| | TOWNSHIP. LEARN THE LOCATION OF THE PLACES INTRODUCED ON | 01895 | 15 |
| | THE TAPE AND SLIDES. | 01895 | 16 |
| *SETTING | INDEPENDENT COLLEGE | 01895 | 10 |
| *MATERIALS | MAP OF EASTERN PENNSYLVANIA SHOWING THE GEOGRAPHERS LINE. | 01895 | 5 |
| | ORIGINAL LAND SURVEY NOTES AND PLAT OF A TOWNSHIP. MODERN | 01895 | |
| | TOPOGRAPHIC MAP ON WHICH THE SAME TOWNSHIP IS SHOWN. | 01895 | |
| | AERIAL PHOTOGRAPHS OF PORTIONS OF THE SAME TOWNSHIP. | 01895 | |
| *LEVEL | BLANK | 01895 | 8 |
| *GENERAL | SPECIALIST | 01895 | 7 |
| *HOURS | 1 HOUR 32 MINS. | 01895 | 6 |
| *EVALUATION | LOCATE THE FEATURES AS ASSIGNED BY PORTIONS OF SECTION, | 01895 | 25 |
| | SECTION, TOWNSHIP AND RANGE. COMPARE ROAD ALIGNMENT ON | 01895 | 26 |
| | TWO TOPOGRAPHIC MAPS ON IN AN AREA OF THE PUBLIC LAND | 01895 | 27 |
| | SURVEY, AND ONE NOT. ON THE AERIAL PHOTOGRAPHS, EXPLAIN | 01895 | 28 |
| | THE ROAD AND FIELD BOUNDARY ALIGNMENT. STUDY THE AERIAL | 01895 | 29 |
| | PHOTOGRAPHS STEREOSCOPICALLY. GIVE REASONS WHY THE PUBLIC | 01895 | 30 |
| | LAND SURVEY HAS LED TO IMPROVIDENT LAND USE. | 01895 | 31 |
| *FILE | MAPS DISCOVERY UNITED STATES PUBLIC LAND SUR. | 01895 | 9 |

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|---|---|---|---|
| *OBJECTIVES | THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01896 | 27 |
| | LEARN TO LOCATE PLACES ON A MAP BY LATITUDE AND LONGITUDE | 01896 | 28 |
| | AND BY TOWNSHIP AND RANGE, TO LEARN TO MEASURE DISTANCE | 01896 | 29 |
| | AND DIRECTION ON A MAP, AND TO LEARN TO READ MAP SYMBOLS. | 01896 | 30 |
| *PREREQUISITE | PREVIOUS MODULES 1892, 1894 + 1895 | 01896 | 31 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01896 | 11 |
| | CORRELATED SLIDES ON PLANIMETRIC MAPS AND MAP READING. | 01896 | 12 |
| | WORK ALONG WITH THE INSTRUCTOR IN STUDYING THE SYMBOLS | 01896 | 23 |
| | USE ON THE MAP IN REFERENCE TO THE OBLIQUE AERIAL | 01896 | 24 |
| | PHOTOGRAPHS OF THE SAME AREA. LEARN THE LOCATION OF THE | 01896 | 25 |
| | PLACES INTRODUCED ON THE TAPE AND SLIDES. | 01896 | 26 |
| *SETTING | INDEPENDENT COLLEGE | 01896 | 10 |
| *MATERIALS | TOPOGRAPHIC MAPS OF THE LOCAL AREA, ENGINEERSS SCALES, | 01896 | 5 |
| | PROTRACTOR, ATLAS, TOPOGRAPHIC MAP INDEX OF LOCAL STATE. | 01896 | |
| *LEVEL | BLANK | 01896 | 8 |
| *GENERAL | SPECIALIST | 01896 | 7 |
| *HOURS | 1 HOUR 33 MINS. | 01896 | 6 |
| *EVALUATION | LOCATE INDICATED PLACES BY LATITUDE AND LONGITUDE AND BY | 01896 | 32 |
| | TOWNSHIP AND RANGE. MEASURE DISTANCE BETWEEN SPECIFIED | 01896 | 33 |
| | PLACES ON THE MAP. MEASURE DIRECTION BETWEEN PLACES | 01896 | 34 |
| | INDICATED ON THE MAP. BE ABLE TO CONVERT AZIMUTH TO | 01896 | 35 |
| | BEARING AND BEARING TO AZIMUTH, AND MAGNETIC READINGS TO | 01896 | 36 |
| | TRUE READINGS AND TRUE READINGS TO MAGNETIC READINGS. | 01896 | 37 |
| | BE ABLE TO IDENTIFY THE SYMBOLS USED ON MAPS. | 01896 | 38 |
| *FILE | MAPS DISCOVERY PLANIMETRIC MAPS AND MAP READING | 01896 | 9 |

| | | | |
|---|---|---|---|
| *OBJECTIVES | THE PURPOSE OF THIS EXERCISE IS TO LEARN TO INTERPRET | 01897 | 21 |
| | TOPOGRAPHY FROM TOPOGRAPHIC MAPS. | 01897 | 22 |
| *PREREQUISITE | PREVIOUS MODULE 1896 | 01897 | 23 |
| *EXPERIENCE | LISTEN TO THE S | 01897 | |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01897 | 11 |
| | CORRELATED SLIDES ON TOPOGRAPHIC MAPS. VIEW THE 8 MM. | 01897 | 12 |
| | SINGLE CONCEPT, CONTINUOUS LOOP FILM ON, ≤CONTOUR LINES.≤ | 01897 | 13 |
| | WORK ALONG WITH THE INSTRUCTOR IN STUDYING THE CONTOUR | 01897 | 14 |
| | MAPS IN THE BOOTH WITH THE AID OF THE RAISED RELIEF MAPS. | 01897 | 15 |
| | STUDY THE STEREOPAIRS OF AERIAL PHOTOGRAPHS AND OBSERVE | 01897 | 16 |
| | THE TOPOGRAPHIC FORMS AND CORRELATE THESE WITH THOSE | 01897 | 17 |
| | OBSERVED ON THE TOPOGRAPHIC MAPS AND THE RAISED RELIEF | 01897 | 18 |
| | MAPS. LEARN THE LOCATION OF THE PLACES INTRODUCED ON THE | 01897 | 19 |
| | TAPE AND SLIDES. | 01897 | 20 |
| *SETTING | INDEPENDENT COLLEGE | 01897 | 10 |
| *MATERIALS | HARRISBURG, PENNSYLVANIA TOPOGRAPHIC MAP AND RAISED RELIEF | 01897 | 5 |
| | MAP, AMS RAISED RELIEF MAP OF SE PENNSYLVANIS, TOPOGRAPHIC | 01897 | |
| | MAP BOOKLET, 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM | 01897 | |
| | ON, ≤CONTOUR LINES,≤ CONTOUR MAPS WITH DIFFERENT CONTOUR | 01897 | |
| | INTERVALS, POINT REYES, CALIFORNIA TOPOGRAPHIC MAP AND | 01897 | |
| | AND RAISED RELIEF MAP, MAMMOTH CAVE, KY., TOPOGRAPHIC MAP | 01897 | |
| | AND RAISED RELIEF MAP, STEREO PAIRS OF AERIAL PHOTOGRAPHS | 01897 | |
| | OF POINT REYES AND MAMMOTH CAVE, STALINGRAD QUADRANGLE, | 01897 | |
| | AND PRISM STEREOSCOPE. | 01897 | |
| *LEVEL | BLANK | 01897 | 8 |
| *GENERAL | SPECIALIST | 01897 | 7 |
| *HOURS | 2 HOURS 45 MINS. | 01897 | 6 |
| *EVALUATION | CORRELATE VARIOUS TOPOGRAPHIC FORMS ON THE TOPOGRAPHIC | 01897 | 24 |
| | MAPS WITH THOSE ON A RAISED RELIEF MAP OF THE SAME AREA. | 01897 | 25 |
| | CONSTRUCT A PROFILE ACROSS THE RIDGES ON THE HARRISBURG | 01897 | 26 |
| | QUADRANGLE. WRITE A SERIES OF RULES GOVERNING THE | 01897 | 27 |
| | BEHAVIOR OF CONTOUR LINES. WHAT RELATIONSHIPS DO YOU | 01897 | 28 |
| | OBSERVE BETWEEN THE CULTURAL FEATURES AND TOPOGRAPHY ON | 01897 | 29 |
| | THE HARRISBURG QUADRANGLE. | 01897 | 30 |
| *FILE | MAPS DISCOVERY TOPOGRAPHIC MAPS | 01897 | 9 |

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| *OBJECTIVES | THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01898 | 20 |
| | LEARN HOW AERIAL PHOTOGRAPHS ARE MADE AND HOW MAPS ARE | 01898 | 21 |
| | MADE FROM AERIAL PHOTOGRAPHS, AND TO LEARN TO INTERPRET | 01898 | 22 |
| | CULTURAL FEATURES FROM AERIAL PHOTOGRAPHS. | 01898 | 23 |
| *PREREQUISITE | PREVIOUS MODULE 1897 | 01898 | 24 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND STUDY THE | 01898 | 11 |
| | CORRELATED SLIDES ON THE INTERPRETATION OF AERIAL | 01898 | 12 |
| | PHOTOGRAPHS, LEARN TO COMPUTE THE SCALE OF AERIAL | 01898 | 13 |
| | PHOTOGRAPHS, TO MEASURE DISTANCES AND AREAS ON AERIAL | 01898 | 14 |
| | PHOTOGRAPHS, AND TO IDENTIFY CULTURAL FEATURES ON AERIAL | 01898 | 15 |
| | PHOTOGRAPHS. STUDY THE STEREO-PAIRS OF AERIAL PHOTOGRAPHS | 01898 | 16 |
| | IN YOUR BOOTH WITH THE AID OF THE INSTRUCTORSS DISCUSSION. | 01898 | 17 |
| | LEARN THE LOCATION OF THE PLACES INTRODUCED ON THE TAPE | 01898 | 18 |
| | AND SLIDES. | 01898 | 19 |
| *SETTING | INDEPENDENT | 01898 | 10 |
| *MATERIALS | PRISM STEREOSCOPE, AERIAL PHOTOGRAPHS AND CORRESPONDING | 01898 | 5 |
| | TOPOGRAPHIC MAPS. | 01898 | |
| *LEVEL | BLANK | 01898 | 8 |
| *GENERAL | SPECIALIST | 01898 | 7 |
| *HOURS | 1 HOUR 15 MINS. | 01898 | 6 |
| *EVALUATION | STUDY THE STEREO-PAIRS OF AERIAL PHOTOGRAPHS WITH THE AID | 01898 | 25 |
| | OF THE STEREOSCOPE AND WRITE A PAPER ON THE CHANGES YOU | 01898 | 26 |
| | OBSERVE BETWEEN THE PHOTOGRAPHS AND A TOPOGRAPHIC MAP OF | 01898 | 27 |
| * | THE SAME AREA! WHAT FEATURES CAN YOU OBSERVE ON THE | 01898 | 28 |

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|---|---|---|
| | AERIAL PHOTOGRAPH THAT CANNOT BE OBSERVED ON THE TOPOGRAPHIC MAP. | 01898 29<br>01898 30 |
| *FILE | MAPS DISCOVERY AERIAL PHOTO INTERPRETATION | 01898 9 |

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| *OBJECTIVES | TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL THAT PROVIDES FOR DISCIVERY LEARNING. TO PROVIDE ELEMENTARY STUDENTS WITH THE OPPORTUNITY TO MAKE THE TRANSFER FROM SYMBOL TO PHENOMENON. | 01899 22<br>01899 23<br>01899 24<br>01899 25 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 01899 26 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED ON MAP READING. INCLUDE: 1↑ THE ATLAS 2↑ LATITUDE AND LONGITUDE 3↑ MAP PROJECTIONS 4↑ MAP SCALE 5↑ THE COMPASS AND DIRECTIONS 6↑ MAP SYMBOLS 7↑ TOPOGRAPHIC MAPS 8↑ AERIAL PHOTOGRAPHS TAKE YOUR CLASS FOR A 1≤2-HOUR FIELD TRIP IN THE AREA AROUND THE SCHOOL. TAKE ALONG THE APPROPRIATE MAPS AND AERIAL PHOTOGRAPYS OF THE AREA AND ALLOW THE STUDENTS TO IDENTIFY FEATURES ON THE MAPS AND AERIAL PHOTOGRAPHS WITH WHAT THEY ACTUALLY OBSERVE ON THE GROUND. | 01899 11<br>01899 12<br>01899 13<br>01899 14<br>01899 15<br>01899 16<br>01899 17<br>01899 18<br>01899 19<br>01899 20<br>01899 21 |
| *SETTING | INDEPENDENT COLLEGE | 01899 10 |
| *MATERIALS | TOPOGRAPHIC AND PLANIMETRIC MAPS OF THE LOCAL AREA, AERIAL PHOTOGRAPHS OF THE LOCAL AREA. | 01899 5<br>01899 |
| *LEVEL | BLANK | 01899 6 |
| *GENERAL | SPECIALIST | 01899 7 |
| *HOURS | 1 HOUR 30 MINS. | 01899 8 |
| *EVALUATION | EXAMINE THE LESSON PLAN AND FIELD TRIP FOR INCLUSION OF THE DISCOVERY TECHNIQUE, APPROPRIATENESS FOR AGE-LEVEL BEING TAUGHT, IMAGINATION, AND THOROUGHNESS OF THE PLAN AND FIELD TRIP. | 01899 27<br>01899 28<br>01899 29<br>01899 30 |
| *FILE | LESSON PLANNING DISCOVERY TEACHING MAPS | 01899 9 |

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| *OBJECTIVES | THE PURPOSE OF THIS INDEPENDENT STUDY EXERCISE IS TO INVESTIGATE THE ROTATION OF THE EARTH IN SPACE AND TO EXPLORE THE PHENOMENA WHICH RESULT FROM THE ILLUMINATION OF THE EARTH AS A RESULT OF ROTATION. | 01900 18<br>01900 19<br>01900 20<br>01900 21<br>01900 22 |
| *PREREQUISITE | NONE | |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE CORRELATED SLIDES ON THE EARTH AND ITS PLANETARY RELATIONS, PART 1. VIEW THE 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM ON, ≤DAY AND NIGHT.≤ WORK ALONG WITH THE INSTRUCTOR IN PERFORMING THE EXPERIMENTS AS ASSIGNED. LEARN THE LOCATION OF THE PLACES INTRODUCED ON THE TAPE AND SLIDES. | 01900 11<br>01900 12<br>01900 13<br>01900 14<br>01900 15<br>01900 16<br>01900 17 |
| *SETTING | INDEPENDENT COLLEGE | 01900 10 |
| *MATERIALS | SLATE GLOBE, FOUCAULT PENDULUM, 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM ON, ≤DAY AND NIGHT.≤ CHART ON THE WALL OF EACH BOOTH SHOWING THE ROTATION AND REVOLUTION PATH OF THE EARTH AROUND THE SUN. SMALL GLOBE IN EACH BOOTH. | 01900 5<br>01900<br>01900<br>01900<br>01900 |
| *LEVEL | BLANK | 01900 8 |
| *GENERAL | SPECIALIST | 01900 7 |
| *HOURS | 1 HOUR 46 MINS. | 01900 6 |
| *EVALUATION | PERFORM THE EXPERIMENT OF POURING WATER FIRST OVER A STATIONARY AND THEN OVER A ROTATING SLATE GLOBE. RECORD AND EXPLAIN WHAT IS OBSERVED CONCERNING THE STREAMS OF WATER. PERFORM AND EXPLAIN THE EXPERIMENT WITH FOUCAULT PENDULUM. ENUMERATE THE THINGS THAT ARE AFFECTED BY THE CORIOLIS FORCE. MAKE A LIST OF THE EVIDENCES OF THE | 01900 23<br>01900 24<br>01900 25<br>01900 26<br>01900 27<br>01900 28 |

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| | ROTATION OF THE EARTH. | 01900 | 29 |
| *FILE | EARTH-SUN RELATIONSHIPS DISCOVERY ROTATION | 01900 | 9 |

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| *OBJECTIVES | THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01901 | 19 |
| | INVESTIGATE THE MOTIONS OF THE EARTH IN SPACE AND TO | 01901 | 20 |
| | EXPLORE THE PHENOMENA WHICH RESULT FROM THE ILLUMINATION | 01901 | 21 |
| | OF THE EARTH AS A RESULT OF THESE MOTIONS. | 01901 | 22 |
| *PREREQUISITE | PREVIOUS MODULE 1900 | 01901 | 23 |
| *EXPERIENCE | LISTEN TO THE DSICUSSION ON THE TAPE PLAYER AND VIEW THE | 01901 | 11 |
| | CORRELATED SLIDES ON THE EARTH AND ITS PLANETARY | 01901 | 12 |
| | RELATIONS, PART II. VIEW THE 8MM. SINGLE CONCEPT, | 01901 | 13 |
| | CONTINUOUS LOOP FILM ON, [THE SEASONS8[ AND PERFORM THE | 01901 | 14 |
| | EXPERIMENTS AND SOLVE THE PROBLEMS AS ASSIGNED ON THE | 01901 | 15 |
| | REVOLUTION OF THE EARTH AND THE BEHAVIOR OF THE SUN AT | 01901 | 16 |
| | VARIOUS LATITUDES. LEARN THE LOCATION OF THE PLACES | 01901 | 17 |
| | INTRODUCED ON THE TAPE AND SLIDES. | 01901 | 18 |
| *SETTING | INDEPENDENT COLLEGE | 01901 | 10 |
| *MATERIALS | TELLUROMETER IN EACH INDEPENDENT STUDY BOOTH, AN ANALEMMA | 01901 | 5 |
| | IN EACH BOOTH, CELESTIAL SPHERE ON THE DEMONSTRATION | 01901 | |
| | TABLE, SMALL GLOBE IN EACH BOOTH, CHART OF THE | 01901 | |
| | REVOLUTION OF THE EARTH ON THE WALL OF EACH BOOTH, 8MM. | 01901 | |
| | SINGLE CONCEPT, CONTINUOUS LOOP FILM ON, [THE SEASONS.[ | 01901 | |
| *LEVEL | BLANK | 01901 | 8 |
| *GENERAL | SPECIALIST | 01901 | 7 |
| *HOURS | 1 HOURS 37 MINS. | 01901 | 6 |
| *EVALUATION | WHAT ARE THE MOTIONS OF THE EARTH IN SPACE AND WHAT | 01901 | 24 |
| | EFFECTS DO THESE MOTIONS HAVE ON PEOPLE LIVING ON THE | 01901 | 25 |
| | EARTH? WHERE IS THE SUN SEEN AT NOON IN VARIOUS PARTS OF | 01901 | 26 |
| | THE EARTH, WHERE DOES THE SUN RISE AND SET, AND WHAT IS | 01901 | 27 |
| | THE BEHAVIOR OF THE SUN AT VARIOUS LATITUDES^ HOW ARE | 01901 | 28 |
| | THESE FACTORS ILLUSTRATED ON THE CELESTIAL SPHERE^ | 01901 | 29 |
| *FILE | EARTH-SUN RELATIONSHIPS DISCOVERY REVOLUTION | 01901 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL | 01902 | 22 |
| | THAT PROVIDES DISCOVERY LEARNING. TO INTRODUCE | 01902 | 23 |
| | ELEMENTARY STUDENTS TO THE GLOBE, CELESTIAL SPHERE, | 01902 | 24 |
| | ANALEMMA. | 01902 | 25 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE | 01902 | 11 |
| | WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED ON | 01902 | 12 |
| | THE EARTH AND ITS PLANETARY RELATIONS. INCLUDE: A↑ EARLY | 01902 | 13 |
| | INTEREST IN OBSERVING THE HEAVENS B↑ MOTIONS OF THE EARTH | 01902 | 14 |
| | 2↑ ROTATION 2↑ CORIOLIS EFFECT 3↑ TYPES OF DAYS | 01902 | 15 |
| | C↑ AXIS OF THE EARTH 2↑ INCLINATION 2↑ PARALLELISM | 01902 | 16 |
| | D↑ REVOLUTION 2↑ ORBIT 2↑ PERIHELION AND APHELION | 01902 | 17 |
| | 3↑ CIRCLE OF ILLUMINATION 4↑ SOLSTICES AND EQUINOXES | 01902 | 18 |
| | E↑ CELESTIAL SPHERE 2↑ CELESTIAL SPHERE 2↑ CELESTIAL | 01902 | 19 |
| | 2↑ CELESTIAL POLES 3↑ DECLINATION AND HOUR ANGLES | 01902 | 20 |
| | F↑ SEASONS | 01902 | 21 |
| *SETTING | INDEPENDENT COLLEGE | 01902 | 10 |
| *MATERIALS | SMALL GLOBE, SLATE GLOBE, CELESTIAL SPHERE, PLANETARIUM, | 01902 | 5 |
| | ANALEMMA, AND TELLUROMETER. | 01902 | |
| *LEVEL | BLANK | 01902 | 8 |
| *GENERAL | SPECIALIST | 01902 | 7 |
| *HOURS | 1 HOUR | 01902 | 6 |
| *EVALUATION | EXAMINE THE LESSON PLAN AND EXPERIMENTS FOR INCLUSION OF | 01902 | 27 |
| | THE DISCOVERY TECHNIQUE, APPROPRIATENESS FOR AGE-LEVEL | 01902 | 28 |
| | BEING TAUGHT, IMAGINATION, AND THOROUGHNESS OF THE PLAN | 01902 | 29 |
| | AND THE EXPERIMENTS. THE STUDENT MAY WISH TO PREPARE THIS | 01902 | 30 |
| | LESSON PLAN FOR THE A-V-I METHOD. | 01902 | 31 |

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*FILE          LESSON PLANNING  DISCOVERY TEACHING  EARTH-SUN              01902  9
                RELATIONSHIPS                                               01902

*OBJECTIVES    THE PURPOSE OF THIS INDEPENDENT STUDY EXERCISE IS TO        01903 18
                INVESTIGATE THE VARIOUS MEASURES OF TIME AND TO EXPLAIN     01903 19
                HOW THEY ARE RELATED TO THE MOTIONS OF THE EARTH.           01903 20
                                                                            01903 21
*PREREQUISITE  PREVIOUS MODULES 1900 + 1901                                01903 11
*EXPERIENCE    LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE     01903 12
                CORRELATED SLIDES ILLUSTRATING AND PRESENTING PROBLEMS ON   01903 13
                TIME.  VIEW THE ,MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM   01903 14
                ON, [TIME[ WORK ALONG WITH THE INSTRUCTOR IN PERFORMING      01903 15
                THE EXPERIMENTS ASSIGNED ON THE TAPE DISCUSSION AND SLIDES  01903 16
                LEARN THE LOCATION OF THE PLACES INTRODUCED ON THE TAPE     01903 17
                AND SLIDES.                                                 01903 18
*SETTING       INDEPENDENT  COLLEGE                                         01903  5
*MATERIALS     ANALEMMA, ATLAS, 8MM. SINGLE CONCEPT, CONTINUOUS LOOP       01903
                FILM, [TIME.[ CELESTIAL SPHERE ON DEMONSTRATION TABLE.      01903
                SMALL GLOBE IN EACH BOOTH, RUBBER BAND, ANSWER SHEETS FOR   01903
                PROBLEMS IN EACH BOOTH.                                     01903
*LEVEL         BLANK                                                        01903  8
*GENERAL       SPECIALIST                                                   01903  7
*HOURS         2 HOURS 28 MINS.                                             01903  6
*EVALUATION    ANSWER THE FOLLOWING QUESTION: AT WHAT TIME DOES THE SUN     01903 22
                RISE AND SET AT VARIOUS LATITUDES. WHAT IS THE LENTH OF     01903 23
                DAY AT VARIOUS LATITUDES ON SPECIFIED DATES. WHAT IS THE    01903 24
                LENGTH OF CARIOUS TYPES OF DAYS. WHAT IS STANDARD TIME.     01903 25
                AND HOW LONG IS A YEAR.                                     01903 26
*FILE          TOME  DISCOVERY  TIME                                        01903  9

*OBJECTIVES    THE OBJECTIVE OF THIS INDEPENDENT STUDY EXERCISE IS TO       01904 16
                INVESTIGATE THE BEGINNING AND ENDING OF DAYS ON THE EARTH.  01904 17
                                                                            01904 18
*PREREQUISITE  PREVIOUS MODULE 1903                                        01904 11
*EXPERIENCE    LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE     01904 12
                CORRELATED SLIDES ON THE INTERNATIONAL DATE LINE.  VIEW     01904 13
                THE 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM ON [THE      01904 14
                PROGRESSION OF A DAY OVER THE EARTH.[  LEARN THE LOCATION   01904 15
                OF THE PLACES INTRODUCED ON THE TAPE AND SLIDES.            01904 16
*SETTING       INDEPENDENT  COLLEGE                                         01904  5
*MATERIALS     MAP OF THE TIME ZONES OF THE WORLD, GLOBE, 8MM. SINGLE       01904
                CONCEPT, CONTINUOUS LOOP FILM, [THE PROGRESSION OF A DAY    01904
                OVER THE EARTH.[                                            01904
*LEVEL         BLANK                                                        01904  8
*GENERAL       SPECIALIST                                                   01904  7
*HOURS         1 HOUR 08 MINS.                                              01904  6
*EVALUATION    USING THE MAP OF WORLD TIME ZONES, DETERMINE THE TIME IN     01904 19
                THE ASSIGNED CITIES WHEN IT IS NOON IN YOUR LOCAL AREA.     01904 20
                LIST ECONOMIC FACTORS ATTACHED TO THESE TIME DIFFERENCES.   01904 21
*FILE          TIME  DISCOVERY  INTERNATIONAL DATE LINE                     01904  9

*OBJECTIVES    TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL       01905 18
                THAT PROVIDES FOR DISCOVERY LEARNING.  TO PROVIDE           01905 19
                ELEMENTARY STUDENTS WITH EXPERIMENTS WHICH TEACH THEM THE   01905 20
                VARIOUS MOVEMENTS OF THE SUN.  HAVE THEM OBSERVE THE        01905 21
                POSITION OF THE LIGHT SPOT FROM A HOLE IN THE PAINTED       01905 22
                WINDOW AT NOON ON SEVERAL DAYS.                             01905 23
                                                                            01905 24
*PREREQUISITE  PREVIOUS MODULE 1903                                        01905 11
*EXPERIENCE    COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE      01905 12
                WORKING USING THE DISCOVERY TECHNIQUE YOU HAVE LEARNED ON
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                [TIME.]  INCLUDE: A↑ TYPES OF DAYS B↑ STANDARD TIME      01905 13
                C↑ INTERNATIONAL DATE LINE D↑ LENGTH OF DAY AND NIGHT    01905 14
                OVER THE EARTH AT VARIOUS SEASONS E↑ TIMES OF SUNRISE AND 01905 15
                SUN SET F↑ PLACES OF SUN RISE AND SUNSET G↑ AFFECT OF    01905 16
                TIME ON PEOPLE                                           01905 17
*SETTING        INDEPENDENT  COLLEGE                                     01905 10
*MATERIALS      PAINT THE GLASS WINDOW ON A SOUTH WALL [IN NORTHERN       01905  5
                HEMISPHERE↑.  LEAVE A SMALL HOLE IN WINDOW SO A LIGHT    01905
                SPOT WILL FALL ON FLOOR.  HAVE STUDENTS EXPLAIN THE REASON01905
                AND AMOUNT OF CHANGE.                                    01905
*LEVEL          BLANK                                                    01905  8
*GENERAL        SPECIALIST                                               01905  7
*HOURS          1 HOUR 30 MINS.                                          01905  6
*EVALUATION     EXAMINE THE LESSON PLAN AND EXPERIMENT FOR APPROPRIATENESS01905 25
                OF AGE-LEVEL BEING TAUGHT, IMAGINATION, AND THOROUGHNESS.01905 26
*FILE           LESSON PLANNING  DISCOVERY TEACHING  TIME                01905  9
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*OBJECTIVES     THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO   01906 20
                INVESTIGATE THE COMPOSITION AND STRUCTURE OF THE         01906 21
                ATMOSPHERE OF THE EARTH, THE NATURE AND TRANSMISSION OF  01906 22
                INSOLATION, THE RESULTING DISTRIBUTION OF TEMPERATURE OVER01906 23
                THE EARTH, METHODS OF TEMPERATURE MEASUREMENT, AND HUMAN  01906 24
                ADJUSTMENTS TO TEMPERATURE DISTRIBUTION, IF ANY.         01906 25
*PREREQUISITE   PREVIOUS MODULES 1891, 1900 + 1901                       01906 26
*EXPERIENCE     LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE 01906 11
                CORRELATED SLIDES ILLUSTRATING THE CONCEPTS AND PROBLEMS  01906 12
                ON THE ATMOSPHERE, INSOLATION AND TEMPERATURE.  VIEW THE  01906 13
                8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM ON, [INSOLATION01906 14
                AND TEMPERATURE.] * SOLVE THE PROBLEMS AS ASSIGNED BY    01906 15
                WORKING ALONG WITH THE INSTRUCTOR ON THE TAPE.  LEARN THE 01906 16
                LOCATION OF THE PLACES INTRODUCED ON THE TAPE AND SLIDES. 01906 17
                * THIS FILM SHOULD BE PREPARED IN SUCH A WAY THAT THE HEAT01906 18
                BALANCE OF THE EARTH IS PORTRAYED.                        01906 19
*SETTING        INDEPENDENT  COLLEGE                                     01906 10
*MATERIALS      THERMOGRAPH CHART IN EACH BOOTH, ATLAS, MAXIMUM-MINIMUM   01906  5
                THERMOMETER, THERMOGRAPH, AMBIENT AIR THERMOMETER, GLOBE  01906
                IN EACH BOOTH.                                           01906
*LEVEL          BLANK                                                    01906  8
*GENERAL        SPECIALIST                                               01906  7
*HOURS          2 HOURS 25 MINS                                          01906  6
*EVALUATION     STUDY THE ATLAS PLATES OF SUMMER, WINTER, AND AVERAGE    01906 27
                TEMPERATURE DISTRIBUTION OVER THE EARTH.  ACCOUNT FOR THE 01906 28
                DIFFERENCES.  STUDY THE POPULATION DENSITY MAP OF THE     01906 29
                WORLD AND EXPLAIN SIMILARITIES AND DIFFERENCES IN RELATION01906 30
                TO THE TEMPERATURE MAPS.                                 01906 31
*FILE           ATMOSPHERE  DISCOVERY  TEMPERATURE                       01906  9
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*OBJECTIVES     THE PURPOSES OF THIS EXERCISE ARE TO LEARN THE MEANING OF 01907 16
                ISOTHERMS, TO CONSTRUCT AN ISOTHERMAL MAP, AND TO EXPLAIN 01907 17
                THE SEASONAL TEMPERATURE DISTRIBUTION OF THE AREA MAPPED. 01907 18
*PREREQUISITES  PREVIOUS MODULE 1905                                     01907 19
*EXPERIENCE     LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE 01907 12
                CORRELATED SLIDES ON TEMPERATURE AND THE ISOTHERMAL MAP.  01907 13
                WORK ALONG WITH THE INSTRUCTOR IN THE CONSTRUCTION OF AN  01907 14
                ISOTHERMAL MAP.                                          01907 15
*SETTING - COLLEGE INDEPENDENT                                           01907 11
*MATERIALS      JANUARY, JULY, AND AVERAGE TEMPERATURE DATA FOR THE       01907  5
                COUNTIES IN THE STUDENT'S STATE, AN OUTLINE MAP OF THE    01907  5
                STATE, COLORED PENCILS.                                  01907  6
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| | | 01907 9 |
| *LEVEL | BLANK | 01907 8 |
| *GENERAL | SPECIALIST | 01907 7 |
| *HOURS | 1 HOUR 00 MIN. | 01907 20 |
| EVALUATION | EXAMINE THE ISOTHERMAL MAPS FOR ACCURACY AND COMPLETENESS. | 01907 10 |
| *FILE | TEMPERATURE DISCOVERY ISOTHERMS | |

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| *OBJECTIVES | TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL | 01908 15 |
| | THAT PROVIDES FOR DISCOVERY LEARNING IN THE STUDY OF | 01908 16 |
| | TEMPERATURE DISTRIBUTION OVER THE EARTH. | 01908 17 |
| | | 01908 18 |
| *PREREQUISITES | PREVIOUS MODULES 1907 + 1906 | 01908 11 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE | 01908 12 |
| | WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED ON | 01908 13 |
| | THE COMPOSITION AND STRUCTURE OF THE ATMOSPHERE, | 01908 14 |
| | TEMPERATURE DISTRIBUTION OVER THE EARTH, AND ISOTHERMAL | 01908 19 |
| *SETTING | INDEPENDENT | 01908 5 |
| *MATERIALS | DEMONSTRATION MATERIALS AS REQUIRED. | 01908 6 |
| *LEVEL | BLANK | 01908 7 |
| *GENERAL | SPECIALIST | 01908 8 |
| *HOURS | 1 HOUR 00 MIN. | 01908 19 |
| *EVALUATION | EXAMINE THE LESSON PLAN AND EXPERIMENTS FOR INCLUSION OF | 01908 20 |
| | THE DISCOVERY TECHNIQUE, APPROPRIATENESS FOR AGE-LEVEL | 01908 21 |
| | BEING TAUGHT, IMAGINATION, INNOVATIONS, AND THOROUGHNESS | 01908 22 |
| | OF THE PLAN. | 01908 9 |
| *FILE | LESSON PLAINNING DISCOVERY TEACHING TEMPERATURE | |

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| *OBJECTIVES | THE OBJECTIVES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01909 17 |
| | OBSERVE AND UNDERSTAND THE METHODS BY WHICH PRESSURE DATA | 01909 18 |
| | ARE RECORDED AND PLOTTED ON MAPS. THE GENERAL DISTRIBUTION | 01909 19 |
| | OF ATMOSPHERIC PRESSURE OVER AND ABOVE THE EARTH, THE | 01909 20 |
| | NATURE OF WINDS, AND THE EFFECTS OF LOCAL WINDS ON THE | 01909 21 |
| | LANDSCAPE. | 01909 22 |
| *PREREQUISITE | PREVIOUS MODULE 1906 | 01909 23 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01909 11 |
| | CORRELATED SLIDES ON ATMOSPHERIC PRESSURE AND WINDS. WORK | 01909 12 |
| | ALONG WITH THE INSTRUCTOR IN THE INTERPRETATION OF | 01909 13 |
| | OF ATMOSPHERIC PRESSURE, PLANETARY WINDS, AND LOCAL WINDS. | 01909 14 |
| | LEARN THE LOCATION OF THE PLACES INTRODUCED ON THE TAPE | 01909 15 |
| | AND SLIDES. | 01909 16 |
| *SETTING | INDEPENDENT COLLEGE | 01909 3 |
| *MATERIALS | MERCURIAL BAROMETER, ANEROID BAROMETER, BAROGRAPH, SUNDAY | 01909 |
| | DAILY WEATHER MAP PRIOR TO 1968. | 01909 |
| *LEVEL | BLANK | 01909 5 |
| *GENERAL | SPECIALIST | 01909 6 |
| *HOURS | 2 HOURS 34 MINS. | 01909 24 |
| *EVALUATION | DRAW WIND ARROWS OF THE TYPE USED ON THE U.S. WEATHER | 01909 25 |
| | BUREAU DAILY WEATHER MAP FOR VARIOUS CONDITIONS LISTED IN | 01909 26 |
| | THE EXERCISE. SUGGEST AREAS OF THE WORLD IN WHICH THESE | 01909 27 |
| | CONDITIONS MIGHT APPLY AND GIVE REASONS FOR YOUR ANSWERS. | 01909 4 |
| *FILE | ATMOSPHERIC PRESSURE + WINDS DISCOVERY WINDS | |

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|---|---|---|
| *OBJECTIVES | THE OBJECTIVES OF THIS EXERCISE ARE TO EXPLAIN THE EFFECTS | 01910 20 |
| | OF INSOLATION, GRAVITATION, CONDENSATION, AND ROTATION ON | 01910 21 |
| | THE DISTRIBUTION OF WIND AND PRESSURE BELTS OVER THE EARTH | 01910 22 |
| | AND TO INVESTIGATE THE WEATHER CONDITIONS CHARACTERISTIC | 01910 23 |
| | OF THESE BELTS. | 01910 24 |
| | | 01910 25 |
| *PREREQUISITE | 1906 + 1909 | 01910 11 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01910 12 |
| | CORRELATED SLIDES ON THE PLANETARY WIND AND PRESSURE BELTS | |

| | | | |
|---|---|---|---|
| | AND THE NEW CONCEPTS OF ATMOSPHERIC CIRCULATION. VIEW THE | 01910 | 13 |
| | 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM AND THE | 01910 | 14 |
| | PLANETARY WIND AND PRESSURE BELTS. WORK ALONG WITH THE | 01910 | 15 |
| | INSTRUCTOR IN STUDYING THE WIND AND PRESSURE BELTS OF THE | 01910 | 16 |
| | WORLD FROM THE DIAGRAMS ON THE SLIDES AND THE MAPS IN THE | 01910 | 17 |
| | ATLAS. LEARN THE LOCATION OF THE PLACES INTRODUCED ON THE | 01910 | 18 |
| | TAPE AND SLIDES. | 01910 | 19 |
| *SETTING | INDEPENDENT COLLEGE | 01910 | 10 |
| *MATERIALS | 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM ON [THE | 01910 | 5 |
| | PLANETARY WIND AND PRESSURE BELTS OF THE WORLD.[ | 01910 | |
| *LEVEL | BLANK | 01910 | 8 |
| *GENERAL | SPECIALIST | 01910 | 7 |
| *HOURS | 1 1/2 | 01910 | 6 |
| *EVALUATION | BE ABLE TO DESCRIBE, LOCATE, AND INTERPRET THE WIND AND | 01910 | 26 |
| | PRESSURE BELTS OF THE WORLD. | 01910 | 27 |
| *FILE | ATMOSPHERIC PRESSURE + WINDS DISCOVERY PLANETARY WINDS | 01910 | 9 |
| | + PRESSURE BELTS | 01910 | |

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|---|---|---|---|
| *OBJECTIVES | TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL | 01911 | 14 |
| | THAT PROVIDES FOR DISCOVERY LEARNING. TO PROVIDE | 01911 | 15 |
| | ELEMENTARY STUDENTS WITH THE TECHNIQUES OF MAKING SIMPLE | 01911 | 16 |
| | BAROMETER READINGS AND WIND OBSERVATIONS. | 01911 | 17 |
| *PREREQUISITE | PREVIOUS MODULES 1909 + 1910 | 01911 | 18 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE | 01911 | 11 |
| | WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED ON | 01911 | 12 |
| | ATMOSPHERIC PRESSURE AND WINDS. | 01911 | 13 |
| *SETTING | INDEPENDENT COLLEGE | 01911 | 10 |
| *MATERIALS | DEMONSTRATION MATERIALS AS REQUIRED. | 01911 | 5 |
| *LEVEL | BLANK | 01911 | 8 |
| *GENERAL | SPECIALIST | 01911 | 7 |
| *HOURS | 1 | 01911 | 6 |
| *EVALUATION | EXAMINE THE LESSON PLAN FOR INCLUSION OF THE DISCOVERY | 01911 | 19 |
| | TECHNIQUE, APPROPRIATENESS FOR THE AGE-LEVEL BEING TAUGHT | 01911 | 20 |
| | IMAGINATION, INNOVATIONS, AND THOROUGHNESS OF THE PLAN. | 01911 | 21 |
| *FILE | LESSON PLANNING DISCOVERY TEACHING PRESSURE + WINDS | 01911 | 9 |

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|---|---|---|---|
| *OBJECTIVES | THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01912 | 21 |
| | INVESTIGATE ATMOSPHERIC HUMIDITY AND THE MEANS BY WHICH IT | 01912 | 22 |
| | IS MEASURED, TO LEARN THE CAUSES OF PRECIPITATION, AND TO | 01912 | 23 |
| INVESTIGATE | THE DISTRIBUTION OF PRECIPITATION OVER THE EARTH, AND TO | 01912 | 24 |
| | CORRELATE PRECIPITATION DISTRIBUTION WITH TEMPERATURE AND | 01912 | 25 |
| | WIND DISTRIBUTION, AND TO COMPARE POP. DENSITY, ECONOMIES, | 01912 | 26 |
| | AND AGRI. WITH PRECIP. | 01912 | 27 |
| *PREREQUISITE | PREVIOUS MODULES 1906, 1907, 1909, 191 | 01912 | 28 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01912 | 11 |
| | CORRELATED SLIDES ON ATMOSPHERIC MOISTURE AND | 01912 | 12 |
| | PRECIPITATION. VIEW THE 8 MM. SINGLE CONCEPT, CONTINUOUS | 01912 | 13 |
| | LOOP FILM ON, [THE HYDROLOGIC CYCLE.[ WORK ALONG WITH THE | 01912 | 14 |
| | INSTRUCTOR IN INTERPRETING THE DIFFERENT CAUSES OF | 01912 | 15 |
| | PRECIPITATION. WORK ALONG WITH THE INSTRUCTOR IN | 01912 | 15 |
| | INTERPRETING THE DISTRIBUTION OF RAINFALL OVER THE EARTH. | 01912 | 16 |
| | ALSO, VIEW THE 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILMS | 01912 | 17 |
| | ON, [CONDENSATION NUCLEI[ AND[NUCLEATION OF SUPERCOOLED | 01912 | 18 |
| | CLOUDS.[ LEARN THE LOCATION OF THE PLACES DISCUSSED ON | 01912 | 19 |
| | THE TAPE AND SLIDES. | 01912 | 20 |
| *SETTING | INDEPENDENT COLLEGE | 01912 | 10 |
| *MATERIALS | RELATIVE HUMIDITY CHARTS IN EACH BOOTH, DEW POINT CHARTS | 01912 | 5 |
| | IN EACH BOOTH, ATLAS, 8 MM. SINGLE CONCEPT, CONTINUOUS | 01912 | |
| | LOOP FILMS ON,[ | 01912 | |

| | | | |
|---|---|---|---|
| | LOOP FILMS ON, [THE HYDROLOGIC CYCLE,[ [CONDENSATION | 01912 | |
| | NUCLEI,[ AND [NUCLEATION OF SUPERCOOLED CLOUDS.[ | 01912 | |
| | | 01912 | 8 |
| *LEVEL | BLANK | 01912 | 7 |
| *GENERAL | SPECIALIST | 01912 | 6 |
| *HOURS | 3 HOURS 37 MINS. | 01912 | 29 |
| *EVALUATION | DIAGRAM THE VARIOUS CAUSES OF PRECIPITATION AND LIST AREAS | 01912 | 30 |
| | OF THE WORLD WHERE EACH WOULD BE CHARACTERISTIC. RELATE | 01912 | 31 |
| | POPULATION TO RAINFALL DISTRIBUTION AND TEMPERATURE. | 01912 | 9 |
| *FILE | ATMOSPHERIC HUM. + PRECIP. DISCOVERY PRECITITATION | | |

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|---|---|---|---|
| *OBJECTIVES | THE OBJECTIVE OF THIS INDEPENDENT STUDY EXERCISE IS TO | 01913 | 16 |
| | ACQUAINT THE STUDENT WITH THE VARIOUS FAMILIES OF CLOUDS. | 01913 | 17 |
| | | 01913 | 18 |
| *PREREQUISITE | PREVIOUS MODULE 1912 | 01913 | 11 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01913 | 12 |
| | CORRELATED SLIDES ON CLOUD TYPES. WORK ALONG WITH THE | 01913 | 13 |
| | INSTRUCTOR IN STUDYING AND INTERPRETING THE CLOUD | 01913 | 14 |
| | PHOTOGRAPHS ON THE SLIDES AND ON THE CHARTS IN THE | 01913 | 15 |
| | INDEPENDENT STUDY BOOTH. | 01913 | 10 |
| *SETTING | INDEPENDENT COLLEGE | 01913 | 5 |
| *MATERIALS | SLIDES OF VARIOUS CLOUD TYPES AND CLOUD PHOTOGRAPH-CHART | 01913 | |
| | ON THE WALL OF EACH INDEPENDENT STUDY BOOTH. | 01913 | 8 |
| *LEVEL | BLANK | 01913 | 7 |
| *GENERAL | SPECIALIST | 01913 | 6 |
| *HOURS | 0 HOURS 45 MINS. | 01913 | 19 |
| *EVALUATION | SEE EVALUATIONS FOR MODULES 1916, 1917, 1918 + 1919 AND 29 | 01913 | 9 |
| *FILE | ATMOSPHERIC HUM. + PRECIP. DISCOVERY CLOUDS | | |

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|---|---|---|---|
| *OBJECTIVES | TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL | 01914 | 14 |
| | THAT PROVIDES FOR DISCOVERY LEARNING. TO PROVIDE | 01914 | 15 |
| | ELEMENTARY STUDENTS WITH THE OPPORTUNITY TO MEASURE AND | 01914 | 16 |
| | RECORD HUMIDITY AND PRECIPITATION. TO TEACH ELEMENTARY | 01914 | 17 |
| | STUDENTS HOW TO IDENTIFY VARIOUS CLOUD TYPES. | 01914 | 18 |
| *PREREQUISITE | PREVIOUS MODULES 1912 AND 1913 | 01914 | 19 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE | 01914 | 11 |
| | WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED ON | 01914 | 12 |
| | ATMOSPHERIC HUMIDITY AND PRECIPITATION. | 01914 | 13 |
| *SETTING | INDEPENDENT COLLEGE | 01914 | 10 |
| *MATERIALS | DEMONSTRATION MATERIALS AND CLOUD PHOTOGRAPHS AS REQUIRED | 01914 | 5 |
| *LEVEL | BLANK | 01914 | 8 |
| *GENERAL | SPECIALIST | 01914 | 7 |
| *HOURS | 1 HOUR 00 MIN. | 01914 | 6 |
| *EVALUATION | EXAMINE THE LESSON PLAN AND EXPERIMENTS FOR INCLUSION OF | 01914 | 20 |
| | THE DISCOVERY TECHNIQUE, APPROPRIATENESS FOR AGE-LEVEL | 01914 | 21 |
| | BEING TAUGHT, IMAGINATION, INNOVATIONS, AND THOROUGHNESS | 01914 | 22 |
| | OF THE PLAN AND EXPERIMENTS. | 01914 | 23 |
| *FILE | LESSON PLANNING DISCOVERY TEACHING HUMIDITY AND | 01914 | 9 |
| | PRECIPITATION | 01914 | |

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|---|---|---|---|
| *OBJECTIVES | TO OBSERVE THE METHODS USED BY THE U.S. WEATHER BUREAU IN | 01915 | 18 |
| | COLLECTING AND PLOTTING WEATHER DATA. TO ESTABLISH A | 01915 | 19 |
| | SIMPLE WEATHER OBSERVATION STATION FOR THE SCHOOL. | 01915 | 20 |
| *PREREQUISITE | PREVIOUS MODULES 1906, 1909 + 1912 | 01915 | 21 |
| *EXPERIENCE | COMPLETE ONE OF THE FOLLOWING EXERCISES: 1+ VISIT A U.S. | 01915 | 11 |
| | WEATHER BUREAU OFFICE. 2+ VISIT A U.S. WEATHER BUREAU | 01915 | 12 |
| | COOPERATING WEATHER OBSERVATION STATION. 3+ CONSTRUCT A | 01915 | 13 |
| | SIMPLE WEATHER OBSERVATION STATION. INCORPORATE THE | 01915 | 14 |
| | FOLLOWING INSTRUMENTS: A+ AMBIENT TEMPERATURE THERMOMETER | 01915 | 15 |
| | B+ MAXIMUM-MINIMUM THERMOMETER C+ PSYCHROMETER D+ RAIN | 01915 | 16 |

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                GAGE E+ WIND VANE AND ANEMOMETER                          01915 17
*SETTING        INDEPENDENT  COLLEGE                                      01915 10
*MATERIALS      AS STATED IN 3 ≥A,B,C,D,+ E+ABOVE                         01915  5
*LEVEL          BLANK                                                     01915  8
*GENERAL        SPECIALIST                                                01915  7
*HOURS          1 HOUR 30 MIN.                                            01915  6
*EVALUATION     WRITE A SUMMARY OF YOUR OBSERVATIONS.  PREPARE A PROGRAM  01915 22
                OF WEATHER OBSERVATIONS FOR A SCHOOL WEATHER STATIONS.    01915 23
*FILE           WEATHER ELEMENTS  DISCOVERY FIELD TRIP  FIELD TRIP        01915  9
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*OBJECTIVES     THE PURPOSES OF THIS EXERCISE ARE TO INVESTIGATE THE      01916 27
                ORIGIN, FORM, AND EFFECTS OF SUCH ATMOSPHERIC DISTURBANCES01916 28
                AS THUNDERSTORMS, HURRICANES, TORNADOES, AND MIDDLE       01916 29
                LATITUDE CYCLONES, OR LOWS.                               01916 30
*PREREQUISITE   PREVIOUS MODULES 1906, 1909 1912                          01916 31
*EXPERIENCE     LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE  01916 11
                CORRELATED SLIDES CONCERNING STORMS.  VIEW THE FOLLOWING  01916 12
                8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILMS:              01916 13
                [THUNDERSTORMS,[ HURRICANE,[ TORNADO,[ AND [EXTRA-TROPICAL01916 14
                CYCLONE,[* STUDY THE RELIEF MODEL OF THE EXTRA-TROPICAL   01916 15
                CYCLONE.  STUDY THREE-DIMENSIONAL MODELS OF THE [WARM-    01916 16
                FRONT OCCLUSION[ AND THE [COLD-FRONT OCCLUSION.[** LEARN  01916 17
                THE LOCATION OF THE PLACES INTRODUCED ON THE TAPE AND     01916 18
                SLIDES.  * THESE 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP    01916 19
                FILMS HAVE NOT BEEN PRODUCED.  THEY SHOULD INCLUDE        01916 20
                INFORMATION CONCERNING THE FORMATION OF THE STORM,        01916 21
                ANIMATED DIAGRAMS OF THE PROGRESS OF THE STORM, AND THE   01916 22
                EFFECTS OF THE STORM.  ** THESE MODELS WERE ORIGINALLY     01916 23
                PRODUCED BY THE NAVY, BUT THEY CANNOT BE OBTAINED AT THE  01916 24
                PRESENT TIME+ THEREFORE, SIMILAR MODELS SHOULD BE PRODUCED 01916 25
                FOR CLASSROOM USE.                                        01916 26
*SETTING        INDEPENDENT  COLLEGE                                      01916 10
*MATERIALS      CHARTS OF WEATHER FRONTS ON THE WALL OF EACH BOOTH, MODEL 01916  5
                OF EXTRA-TROPICAL CYCLONE, THREE-DIMENSIONAL WEATHER MAPS,01916
                WEATHER RECORDING DATA SHEET FOR EACH BOOTH, AND THE ABOVE01916
                MENTIONED 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILMS.    01916
*LEVEL          BLANK                                                     01916  8
*GENERAL        SPECIALIST                                                01916  7
*HOURS          3 HOURS 32 MINS.                                          01916  6
*EVALUATION     DRAW A PROFILE OF EACH TYPE OF STORM DISCUSSED AND LABEL   01916 32
                ALL PARTS CLEARLY.  COLLECT NEWSPAPER CLIPPINGS OF SEVERE  01916 33
                WEATHER CONDITIONS AND COMPARE THESE WITH THE WEATHER MAPS 01916 34
                FOR THE SAME DAYS.  WRITE A SHORT PAPER ON THE ECONOMIC    01916 35
                EFFECTS OF WEATHER.                                       01916 36
*FILE           WEATHER  DISCOVERY  STORMS                                01916  9
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*OBJECTIVES     TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL    01917 17
                THAT PROVIDES FOR DISCOVERY LEARNING                      01917 18
*PREREQUISITE   PREVIOUS MODULES 1915 + 1916                              01917 19
*EXPERIENCE     COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE   01917 11
                WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED ON01917 12
                STORMS.  HAVE THE STUDENTS COLLECT WEATHER DATA FROM THE  01917 13
                SCHOOL WEATHER STATION AND CHECK THIS WITH THE U.S.        01917 14
                WEATHER MAP.  PREPARE A BULLETIN BOARD OF SEVERE WEATHER  01917 15
                CONDITIONS.                                               01917 16
*SETTING        INDEPENDENT  COLLEGE                                      01917 10
*MATERIALS      DEMONSTRATION MATERIALS AS REQUIRED.                      01917  5
*LEVEL          BLANK                                                     01917  8
*GENERAL        SPECIALIST                                                01917  7
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*HOURS          1 HOUR 00 MIN.                                          01917  6
*EVALUATION     EXAMINE THE LESSON PLAN, WEATHER OBSERVATIONS, AND      01917 20
                BULLETIN BOARD FOR INCLUSION OF THE DISCOVERY TECHNIQUE, 01917 21
                APPROPRIATENESS FOR AGE-LEVEL BEING TAUGHT, IMAGINATION, 01917 22
                INNOVATIONS, AND THOROUGHNESS OF THE MATERIAL.          01917 23
*FILE           LESSON PLANNING  DISCOVERY TEACHING  STORMS             01917  9
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*OBJECTIVES     THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO  01918 16
                RELATE THE WORK OF THE PREVIOUS MODULE CONCERNING THE   01918 17
                WEATHER ELEMENTS TO THE WAY THESE ELEMENTS ARE RECORDED 01918 18
                AND STUDIED ON WEATHER MAPS, TO STUDY WEATHER PROVERBS AND01918 19
                HOW TO USE CLOUD TYPES AND WINDS AS WEATHER FORECASTERS. 01918 20
*PREREQUISITE   PREVIOUS MODULES 1912, 1913 + 1916                      01918 21
*EXPERIENCE     LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE 01918 11
                CORRELATED SLIDES ON THE WEATHER MAP.  COLLECT OLD WEATHER01918 12
                PROVERBS AND PROVE OR DISPROVE THEIR VALIDITY IN TERMS OF 01918 13
                PREVIOUS MODULES COMPLETE [WEATHER MAP STUDY,[ BY       01918 14
                FRED W. DECKER.                                         01918 15
*SETTING        INDEPENDENT  COLLEGE                                    01918 10
*MATERIALS      [WEATHER MAP STUDY,[ BY FRED W. DECKER, MODEL OF CYCLONIC 01918  5
                STORM ON DEMONSTRATION TABLE, SEVERAL DAILY WEATHER MAPS, 01918
                CHART OF WEATHER MAP ON THE WALL OF EACH INDEPENDENT STUDY01918
                BOOTH.                                                  01918
*LEVEL          BLANK                                                   01918  8
*GENERAL        SPECIALIST                                              01918  7
*HOURS          1 HOUR 58 MINS.                                         01918  6
*EVALUATION     PREPARE A WEATHER MAP FROM THE DATA FURNISHED IN THE    01918 22
                EXERCISE.  ON THIS MAP PLACE THE ISOBARS, WIND ARROWS,  01918 23
                FRONTS, AND AREAS OF PRECIPITATION.  COLLECT OLD WEATHER 01918 24
                PROVERBS AND PROVE OR DISPROVE THEIR VALIDITY.          01918 25
*FILE           WEATHER  DISCOVERY  WEATHER MAP                         01918  9
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*OBJECTIVES     THE PURPOSES OF THE THIS INDEPENDENT STUDY EXERCISE ARE TO01919 15
                PROVIDE INFORMATION ON THE COLLECTION OF WORLD-WIDE      01919 16
                WEATHER DATA BY WEATHER SATELLITES, AND TO ILLUSTRATE WHAT01919 17
                OTHER TYPES OF EARTH INFORMATION MAY BE OBTAINED FROM    01919 18
                ORBITING SATELLITES.                                    01919 19
*PREREQUISITE   PREVIOUS MODULES 1916 + 1918                            01919 20
*EXPERIENCE     LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE 01919 11
                CORRELATED SLIDES ON OBSERVATION AND MAPPING WEATHER BY  01919 12
                WEATHER SATELLITES.  VIEW THE 8 MM. SINGLE CONCEPT,      01919 13
                CONTINUOUS LOOP FILM ON [WEATHER SATELLITES.[           01919 14
*SETTING        INDEPENDENT  COLLEGE                                    01919 10
*MATERIALS      8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM ON [WEATHER   01919  5
                SATELLITES,[ AND PHOTOGRAPHS MADE BY WEATHER SATELLITES. 01919
*LEVEL          BLANK                                                   01919  8
*GENERAL        SPECIALIST                                              01919  7
*HOURS          0 HOUR 45 MINS.                                         01919  6
*EVALUATION     SEE NEXT MODULE 1920.                                   01919 23
*FILE           REMOTE SENSING  DISCOVERY  WEATHER SATELLITES           01919  9
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*OBJECTIVES     TO WRITE A LESSON PLAN FOR THE APPRIPRIATE GRADE LEVEL  01920 17
                THAT PROVIDES FOR DISCOVERY LEARNING CONCERNING THE     01920 18
                WEATHER.                                                01920 19
*PREREQUISITE   PREVIOUS MODULES 1918 + 1919                            01920 20
*EXPERIENCE     COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE 01920 11
                WORKING USING THE DISCOVERY TECHNIQUES YOU LEARNED IN   01920 12
                MODULES 1918 + 1919 ON WEATHER MAP STUDY, AND WEATHER DATA01920 13
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                COLLECTION BY ORBITING SATELLITES.  INCLUDE IN THIS UNIT  01920 14
                THE OTHER TYPES OF EARTH PHENOMENA WHICH CAN BE READ FROM 01920 15
                ORBITING SATELLITE PHOTOGRAPHS.                           01920 16
*SETTING        INDEPENDENT  COLLEGE                                      01920 10
*MATERIALS      DEMONSTRATION MATERIALS AS REQUIRED.                      01920  5
*LEVEL          BLANK                                                     01920  8
*GENERAL        SPECIALIST                                                01920  7
*HOURS          1 HOUR 00 MIN.                                            01920  6
*EVALUATION     EXAMINE THE LESSON PLAN AND DEMONSTRATION MATERIALS FOR   01920 21
                INCLUSION OF THE DISCOVERY TECHNIQUE, APPROPRIATENESS FOR 01920 22
                AGE-LEVEL BEING TAUGHT, IMAGINATION, INNOVATIONS, AND     01920 23
                THOROUGHNESS OF THE PLAN AND DEMONSTRATIONS.              01920 24
*FILE           LESSON PLANNING  DISCOVERY TEACHING  WEATHER MAP          01920  9
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*OBJECTIVES     THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO    01921 16
                INVESTIGATE THE GENERAL FACTORS WHICH INFLUENCE THE       01921 17
                DISTRIBUTION OF THE CLIMATIC ELEMENTSP TO STUDY THE       01921 18
                ORDERLY GROUPING OF CLIMATES INTO TYPESP AND TO           01921 19
                INVESTIGATE HOW VARIOUS AREAS ARE INFLUENCED BY THE       01921 20
                CLIMATIC CONTROLS.                                        01921 21
*PREREQUISITE   PREVIOUS MODULES 1906, 1909, 1910, 1912, 1913, 1916       01921 22
*EXPERIENCE     LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE  01921 11
                CORRELATED SLIDES ON THE CLIMATIC CONTROLS9  WORK ALONG    01921 12
                WITH THE INSTRUCTOR IN THE IDENTIFICATION OF THE OPERATION01921 13
                OF THE VARIOUS CLIMATIC CONTROLS AS ILLUSTRATED ON VARIOUS01921 14
                PLATES IN THE ATLAS.                                      01921 15
*SETTING        INDEPENDENT  COLLEGE                                      01921 10
*MATERIALS      ATLAS.                                                    01921  5
*LEVEL          BLANK                                                     01921  8
*GENERAL        SPECIALIST                                                01921  7
*HOURS          1 HOUR 44 MINS.                                           01921  6
*EVALUATION     SEE MODULES 1922, 1924, 1926, 1928                        01921 23
*FILE           CLIMATE  DISCOVERY  CLIMATIC CONTROLS                     01921  9
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*PREREQUISITE   PREVIOUS MODULE 1921                                      01922 16
*EXPERIENCE     THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO    01922 11
                LOCATE, DESCRIBE, AND APPLY THE CLIMATIC CONTROLS TO AN   01922 12
                INTERPRETATION OF THE LOW LATITUDE TROPICAL RAINY         01922 13
                CLIMATES, AND TO STUDY THE CULTURAL GEOGRAPHY OF TYPE     01922 14
                AREAS WHERE THESE TYPES OF CLIMATES OCCUR.                01922 15
*SETTING        INDEPENDENT  COLLEGE                                      01922 10
*MATERIALS      ATLAS, BLANK CLIMATIC CHARTS IN EACH BOOTH, MAP OF        01922  5
                CLIMATES ON THE WALL OF EACH BOOTH, 8MM. SINGLE CONCEPT   01922
                FILMS, (AMAZON JUNGLE,( AND( JUNGLE RIVERS.(              01922
*LEVEL          BLANK                                                     01922  8
*GENERAL        SPECIALIST                                                01922  7
*HOURS          1 HOUR 16 MINS.                                           01922  6
*EVALUATION     PREPARE CLIMOGRAPHS AS INSTUCTED IN THE EXERCISE,         01922 17
                SUMMARIZE MANSS ACTIVITIES >POPULATION DENSITY, ECONOMIES,01922 18
                AGRICULTURE* IN THE TROPICAL RAINY CLIMATIC AREAS.        01922 19
*FILE           CLIMATE  DISCOVERY  TROPICAL RAINY CLIMATES               01922  9
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*OBJECTIVES     TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL    01923 22
                THAT PROVIDES FOR DISCOVERY LEARNING CONCERNING THE       01923 23
                TROPICAL RAINY CLIMATES.                                  01923 24
*PREREQUISITE   PREVIOUS MODULES 1921 + 1922                              01923 25
*EXPERIENCE     COMPLETE A LESSON PLAN FRO THE CLASS WITH WHICH YOU ARE   01923 11
                WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED   01923 12
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|---|---|---|
| | ON THE TROPICAL RAINY CLIMATES. INCLUDE: A≥ TROPICAL | 01923 13 |
| | RAINFOREST ≥SELVA↑ B↑ TROPICAL SEMIDECIDUOUS C↑ TROPICAL | 01923 14 |
| | SAVANNA FOR EACH INCLUDE: 1↑ LOCATION ≥A↑ CONTINENTAL | 01923 15 |
| | POSITION ≥B↑ IN REFERENCE TO OTHER CLIMATES ≥C↑ | 01923 16 |
| | LATITUDINAL EXTENT ≥D↑ IN REFERENCE TO WIND AND PRESSURE | 01923 17 |
| | BELTS 2↑ DESCRIPTION: ≥A↑ TEMPERATURE ≥B↑ HUMIDITY AND | 01923 18 |
| | PRECIPITATION ≥C↑ PRESSURE AND WINDS ≥D↑ WEATHER | 01923 19 |
| | CHARACTERISTICS 3↑ INTERPRETATION IN REFERENCE TO THE | 01923 20 |
| | CLIMATIC CONTROLS 4↑ POPULATION 5↑ AGRICULTURE | 01923 21 |
| *SETTING | INDEPENDENT COLLEGE | 01923 10 |
| *MATERIALS | DEMONSTRATION MATERIALS AS REQUIRED. | 01923 5 |
| *LEVEL | BLANK | 01923 8 |
| *GENERAL | SPECIALIST | 01923 7 |
| *HOURS | 1 HOUR 00 MIN. | 01923 6 |
| *EVALUATION | EXAMINE THE LESSON PLAN AND EXERCISE MATERIALS FOR THE | 01923 26 |
| | INCLUSION OF THE DISCOVERY TECHNIQUE, APPROPRIATENESS FOR | 01923 27 |
| | AGE-LEVEL BEING TAUGHT, IMAGINATION, | 01923 28 |
| | INNOVATIONS, AND THOROUGHNESS OF | 01923 |
| | THE PLAN AND EXERCISE. | 01923 29 |
| *FILE | LESSON PLANNING DISCOVERY TEACHING TROPICAL RAINY | 01923 9 |
| | CLIMATES | 01923 |

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| *OBJECTIVES | THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01924 15 |
| | INVESTIGATE THE LOCATION OF THE DRY CLIMATES THROUGHOUT | 01924 16 |
| | THE WORLD, TO DESCRIBE THE WEATHER CONDITIONS WHICH | 01924 17 |
| | PREVAIL IN THESE AREAS, TO INTERPRET THE DRY CLIMATIC | 01924 18 |
| | AREAS IN TERMS OF THE CLIMATIC CONTROLS, AND TO STUDY THE | 01924 19 |
| | HUMAN RESPONSE TO THESE AREAS. | 01924 20 |
| *PREREQUISITE | PREVIOUS MODULES 1906, 1910 + 1921 | 01924 21 |
| *EXPERIENCE | LISTEN TO THE DSICUSSION ON THE TAPE PLAYER AND VIEW THE | 01924 11 |
| | CORRELATED SLIDES ON THE DRY LANDS OF THE WORLD. VIEW THE | 01924 12 |
| | DESERTS.[ WORK ALONG WITH THE INSTRUCTOR IN THE | 01924 13 |
| | INTERPRETATION OF CARIOUS DESERT AREAS OF THE WORLD. | 01924 14 |
| *SETTING | INDEPENDENT COLLEGE | 01924 10 |
| *MATERIALS | ATLAS, BLANK CLIMATIC CHARTS IN EACH BOOTH, PHOTOGRAPHS | 01924 5 |
| | OF DESERT ENVIRONMENTS, MAP OF CLIMATES ON THE WALL OF | 01924 |
| | EACH INDEPENDENT STUDY BOOTH, 8MM. SINGLE CONCEPT, | 01924 |
| | CONTINUOUS LOOP FILM ON, [CAUSES OF THE DESERTS.[ | 01924 |
| *LEVEL | BLANK | 01924 8 |
| *GENERAL | SPECIALIST | 01924 7 |
| *HOURS | 2 HOURS 54 MINS. | 01924 6 |
| *EVALUATION | PREPARE CLIMOGRAPHS FOR THE LOCATIONS GIVEN IN THE | 01924 22 |
| | EXERCISE. INTERPRET THE TEMPERATURE AND RAINFALL | 01924 23 |
| | CONDITIONS IN EACH. STUDY THE AREAS OF LESS THAN 2 PEOPLE | 01924 24 |
| | PER SQUARE MILE ON THE POPULATION DENSITY MAP IN THE | 01924 25 |
| | ATLAS, GIVE PROBABLE REASONS FOR THIS DISTRIBUTION. | 01924 26 |
| *FILE | CLIMATE DISCOVERY DRY CLIMATES | 01924 9 |

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| *OBJECTIVES | TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL | 01925 16 |
| | THAT PROVIDES FOR DISCOVERY LEARNING CONCERNING THE DRY | 01925 17 |
| | CLIMATES OF THE WORLD. | 01925 18 |
| *PREREQUISITE | PREVIOUS MODULE 1924 | 01925 19 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE | 01925 11 |
| | WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED | 01925 12 |
| | CONCERNING THE DRY CLIMATES OF THE WORLD. INCLUDE: | 01925 13 |
| | A↑ LOW LATITUDE DESERTS B↑ LOW LATITUDE STEPPES C↑ MIDDLE | 01925 14 |
| | LATITUDE DESERTS D↑ MIDDLE LATITUDE STEPPES | 01925 15 |
| *SETTING | INDEPENDENT COLLEGE | 01925 10 |
| *MATERIALS | DEMONSTRATION MATERIALS AS REQUIRED. | 01925 5 |

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*LEVEL          BLANK                                                    01925  8
*GENERAL        SPECIALIST                                               01925  7
*HOURS          1 HOUR 80 MIN.                                           01925  6
*EVALUATION     EXAMINE THE LESSON PLAN AND EXERCISE FOR INCLUSION OF THE 01925 20
                DISCOVERY TECHNIQUE, APPROPRIATENESS FOR AGE-LEVEL BEING  01925 21
                TAUGHT, IMAGINATION, INNOVATIONS, AND THOROUGHNESS OF THE 01925 22
                PLAN AND EXERCISE.                                        01925 23
*FILE           LESSON PLANNING  DISCOVERY LEARNING  DRY CLIMATES         01925  9
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*OBJECTIVES     THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO    01926 16
                LOCATE, DESCRIBE, AND INTERPRET THE WARM, TEMERATE, RAINY 01926 17
                CLIMATES, AND TO STUDY THE SIMILARITIES AND DIFFERENCES OF01926 18
                THE HUMAN GEOGRAPHY OF EACH.                              01926 19
*PREREQUISITE   PREVIOUS MODULES 1906, 1916, 1921                         01926 20
*EXPERIENCE     LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE  01926 11
                CORRELATED SLIDES ON THE WARM, TEMPERATE, RAINY CLIMATES. 01926 12
                WORK ALONG WITH THE INSTRUCTOR IN LOCATING, DESCRIBING,   01926 13
                AND INTERPRETING THESE CLIMATIC AREAS BY USING THE VARIOUS01926 14
                PLATES IN THE ATLAS.                                      01926 15
*SETTING        INDEPENDENT  COLLEGE                                      01926 10
*MATERIALS      ATLAS, BLANK CLIMATIC CHARTS IN EACH BOOTH, PHOTOGRAPHS OF01926  5
                REPRESENTATIVE LANDSCAPES IN THE VARIOUS WARM, TEMPERATE, 01926
MOIST CLIMATIC AREAS, MAP OF CLIMATES ON THE WALL OF EACH INDEPENDENT      01926
                STUDY BOOTH,                                              01926
*LEVEL          BLANK                                                     01926  8
*GENERAL        SPECIALIST                                                01926  7
*HOURS          2 HOURS 42 MINS.                                          01926  6
*EVALUATION     PREPARE CLIMOGRAMS FOR THE STATIONS GIVEN IN THE          01926 21
                EXERCISE AND INTERPRET THE TEMPERATURE AND RAINFALL       01926 22
                CONDITIONS OF EACH.  USING THE ATLAS, CHARACTERIZE THESE  01926 23
                CLIMATIC TYPES IN TERMS OF SOILS, CROPS, AGRICULTURAL     01926 24
                REGIONS, AND POPULATION DENSITIES.  ACCOUNT FOR THE       01926 25
                DIFFERENCES AND SIMILARITIES.                             01926 26
*FILE           CLIMATE  DISCOVERY  WARM, TEMPERATE RAINY CLIMATES        01926  9
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*OBJECTIVES     TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL    01927 15
                THAT PROVIDES FOR DISCOVERY LEARNING CONCERNING THE WARM, 01927 16
                TEMPERATURE, RAINY CLIMATES.                              01927 17
*PREREQUISITE   PREVIOUS MODULE 1926                                      01927 18
*EXPERIENCE     COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE   01927 11
                WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED   01927 12
                CONCERNING THE WARM, TEMPERATE, RAINY CLIMATES.  INCLUDE: 01927 13
                A* HUMID SUBTROPICAL B* MEDITERRANEAN C* MARINE WEST COAST01927 14
*SETTING        INDEPENDENT  COLLEGE                                      01927 10
*MATERIALS      DEMONSTRATION MATERIALS AS REQUIRED.                      01927  5
*LEVEL          BLANK                                                     01927  8
*GENERAL        SPECIALIST                                                01927  7
*HOURS          6 HOURS 45 MINS.                                          01927  6
*EVALUATION     EXAMINE THE LESSON PLAN AND EXERCISE FOR INCLUSION OF THE 01927 19
                DISCOVERY TECHNIQUE, APPROPRIATENESS FOR AGE-LEVEL BEING  01927 20
                TAUGHT, IMAGINATION, INNOVATIONS, AND THOROUGHNESS OF THE 01927 21
                PLAN AND EXERCISE.                                        01927 22
*FILE           LESSON PLANNING  DISCOVERY LEARNING  WARM, TEMPERATE,     01927  9
                RAINY CLIMATES                                            01927
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*OBJECTIVES     THE PURPOSES OF THIS INDEPENDENT STUDY EXERISE ARE TO     01928 20
                INVESTIGATE THE LOCATION, WEATHER CONDITIONS, AND         01928 21
                OPERATIVE CLIMATIC CONTROLS IN THE AREAS OF THE HUMID     01928 22
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                CONTINENTAL, SUBARCTIC, TUNDRA, AND ICE CAP CLIMATES, AND 01928 23
                TO STUDY THE HUMAN RESPONSE IN THESE AREAS.               01928 24
*PREREQUISITESPREVIOUS MODULES 1906, 1910, 1921                           01928 25
*EXPERIENCE     LISTEN TO THE DISCUSION ON THE TAPE PALYER AND VIEW THE   01928 14
                CORRELATED SLIDES ON THE COLD MIDDLE LATITUDE AND HIGH    01928 15
                LATITUDE CLIMATES. WORK ALONG WITH THE INSTRUCTOR IN      01928 16
                LOCATING, DESCRIBING, AND INTERPRETING THESE CLIMATES.    01928 17
                LEARN THE LOCATION OF THE PLACES INTRODUCED ON THE TAPE AN01928 18
                AND SLIDES.                                               01928 19
*SETTING - COLLEGE INDEPENDENT                                            01928 13
*MATERIALS      ATLAS, BLANK CLIMATIC CHARTS IN EACH INDEPENDENT STUDY    01928  5
                BOOTH, PHOTOGRAPHS OF REPRESENTATIVE COLD MIDDLE LATITUDE 01928  6
                AND HIGH LATITUDE CLIMATIC ENVIRONMENTS, MAP OF CLIMATES  01928  7
                ON THE WALL OF EACH BOOTH.                                01928  8
*LEVEL          BLANK                                                     01928 11
*GENERAL        SPECIALIST                                                01928 10
*HOURS          2 HOURS 10 MINS.                                          01928  9
*EVALUATION     PREPARE CLIMOGRAPHS FOR THE STATIONS ASSIGNED IN THE      01928 26
                EXERCISE, AND INTERPRET THE TEMPERATURE AND RAINFALL      01928 27
                CHARACTERISTICS OF EACH. COMPARE THE CLIMATES STUDIES IN  01928 28
                THIS EXERCISE INTERMS OF NATURAL VEGETATION, SOILS,       01928 29
                AGRICULTURAL REGIONS, PRINCIPAL CROPS, AND POPULATION     01928 30
                DENSITIES.                                                01928 32
*FILE           DISCOVERY CLIMATE COLD MID.LAT. + HIGH LAT.CLIMATES       01928 12
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*OBJECTIVES     TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL    01929 20
                THAT PROVIDES FOR DISCOVERY LEARNING CONCERNING THE COLD, 01929 21
                MIDDLE AND HIGH LATITUDE CLIMATES.                        01929 22
*PREREQUISITESPREVIOUS MODULE 1928                                        01929 23
*EXPERIENCE     COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE   01929 11
                WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED   01929 12
                CONCERNING THE COLD, MIDDLE LATITUDE AND HIGH LATITUDE    01929 13
                CLIMATES. INCLUDE                                         01929 14
                A) HUMID CONTIENTAL,LONG SUMMER PHASE                     01929 15
                A)HUMID CONTINENTAL, SHORT SUMMER PHASE                   01929 16
                C)SUBARCTIC                                               01929 17
                D)TUNDRA                                                  01929 18
                E)ICE CAP                                                 01929 19
*SETTING - COLLEGE INDEPENDENT                                            01929 10
*MATERIALS      DEMONSTRATION MATERIALS AS REQUIRED.                      01929  5
*LEVEL          BLANK                                                     01929  8
*GENERAL        SPECIALIST                                                01929  7
*HOURS          0 HOURS 45 MINS.                                          01929  6
*EVALUATION     EXAMINE THE LESSON PLAN AND EXERCISE FOR INCLUSION OF THE 01929 24
                OF THE DISCOVERY TECHNIQUE,APPROPRIATENESS FOR AGE-LEVEL  01929 25
                BEING TAUGHT,IMAGINATION,INNOVATIONS, AND THOROUGHNESS OF 01929 26
                THE PLAN AND EXERCISE.                                    01929 27
*FILE           LESSON PLANNING DISCOVERY LEARNING COLD, HIGH LAT. CLIMATE01929  9
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*OBJECTIVES     THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO AID01930 20
                THE STUDENT IN MAKING THE TRANSITION FROM THE STUDY OF    01930 21
                LANDFORMS AND TO RECOGNIZE THE ROLE PLAYED BY CLIMATE IN  01930 22
                AFFECTING PROCESSES OF WEATHERING AND MASS-WASTING IN     01930 23
                DIFFERENT CLIMATIC AREAS.                                 01930 24
*PREREQUISITE PREVIOUS MODULES 1897,1921,1922 1924 1926 + 1928            01930 25
*EXPERIENCE     LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE  01930 13
                CORRELATED SLIDES ON LANDFORMS AND CLIMATE. WORK ALONG    01930 14
                WITH THE INSTRUCTOR IN THE INDENTIFICATION OF LANDFORMS IN01930 15
                DIFFERENT CLIMATIC AREAS OF THE WORLD. VIEW THE 8MM.      01930 16
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                SINGLE CONCEPT, CONTINUOUS LOOP FILMS ON, LANDFORMS IN    01930 17
                HUMID REGIONS, AND LANDFORMS IN DRY REGIONS. LEARN THE    01930 18
                LOCATION OF THEPLACES INTRODUCED ON THE TAPE AND SLIDES.  01930 19
*SETTING - COLLEGE INDEPENDENT                                            01930 12
*MATERIALS      MAP OF CLIMATIC REGIONS IN EACH INDEPENDENT STUDY BOOTH.   01930  5
                8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILMS ON, LANDFORMS 01930  6
                IN HUMID REGIONS AND LANDFORMS IN DRY REGIONS.            01930  7
*LEVEL          BLANK                                                     01930 10
*GENERAL        SPECIALIST                                                01930  9
*HOURS          1 HOUR 21 MINS.                                           01930  8
*EVALUATION     VIEW A SERIES OF SLIDES OF LANDFORMS AS ASSIGNED IN THE   01930 26
                EXERCISE AND ACCOUNT FOR THE LANDFORM TYPES IN TERMS OF   01930 27
                CLIMATIC INFLUENCES ON VEGETATION, SOIL, WEATHERING AND   01930 28
                MASS-WASTING. SUMMARIZE THE DIFFERENCES IN LAND USE AS    01930 29
                VIEWED ON THE SEVERAL SLIDES.                             01930 30
*FILE           LANDFORMS DISCOVERY CLIMATE                               01930 11

*OBJECTIVES     THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO     01931 22
                TEACH STUDENTS THE METHODS OF MINERAL IDENTIFICATION BY    01931 23
                USE OF PHYSICAL PROPERTIES, AND TO IDENTIFY THE MAJOR     01931 24
                AREAS OF MINERAL PRODUCTION IN THE WORLD.                 01931 25
*PREREQUISITESNONE                                                        01931 26
*EXPERIENCE     LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE  01931 15
                CORRELATED SLIDES ON THE COMMON ORE AND ROCK FORMING      01931 16
                MINERALS. WORK ALONG WITH THE INSTRUCTOR IN THE           01931 17
                IDENTIFICATION OF THE MINERALS PRESENTED. STUDY THE ATLAS  01931 18
                PLATESOF MINERAL PRODUCTION. LEARN THE LOCATION OF THE    01931 19
                PLACES INTRODUCED ON THE TAPE AND SLIDES. VIEW THE 8 MM.  01931 20
                SINGLE CONCEPT, CONTINUOUS LOOP FILM ON, MINING OPERATIONS01931 21
*SETTING - COLLEGE INDEPENDENT                                            01931 14
*MATERIALS      LUSTER SCALE, FRACTURE SCALE, HARDNESS SCALE              01931  5
                CLEAVAGE SCALE, STREAK PLATE, MAGNIFYING GLASS, AND ORE-  01931  6
                AND ROCK-FORMING MINERALS AS SELECTED BY THE INSTRUCTOR   01931  7
                FOR DISCUSSION AND IDENTIFICATION ON THE TAPE 8 MM. SINGLE01931  8
                CONCEPT, CONTINOUS LOOP FILM ON, MINING OPERATIONS.       01931  9
*LEVEL          BLANK                                                     01931 12
*GENERAL        SPECIALIST                                                01931 11
*HOURS          2 HOURS 14 MINS.                                          01931 13
*EVALUATION     IDENTIFY THE MINERALS AS ASSIGNED IN THE EXERCISE. PREPARE01931 27
                A MAP SHOWING THE MAJOR AREAS OF PRODUCTION OF THE        01931 28
                ORE-FORMING MINERALS INTRODUCED.                          01931 29
*FILE           MINERALS DISCOVERY ECONOMIC GEOGRAPHY                     01931 13

*OBJECTIVES     THE PURPOSES OF THIS EXERCISE ARE TO ACQUAINT THE STUDENT  01932 18
                WHI THE COMMON ROCKS, TO LEARN THE ECONOMIC IMPORTANCE OF  01932 19
                CERTAIN ROCKS, AND TO IDENTIFY THE THE DISTRIBUTION OF THE01932 20
                MAJOR ROCK TYPES IN THE WORLD.                            01932 21
*PREREQUISITESPREVIOUS MODULE 1931                                        01932 22
*EXPERIENCE     LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE  01932 12
                CORRELATED SLIDES ON ROCKS. WORK ALONG WITH THE INSTRUCTOR01932 13
                IN THE INDENTIFICATION OF THE ROCKS INTRODUCED IN THIS    01932 14
                EXERCISE. VIEW THE 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP  01932 15
                FILM ON, QUARRYING OPERATIONS. LEARN THE LOCATION OF THE  01932 16
                PLACES INTRODUCED ON THE TAPE AND SLIDES.                 01932 17
*SETTING - COLLEGE INDEPENDENT                                            01932 11
*MATERIALS      ATLAS, ROCKS AS ASSIGNED BY THE INSTRUCTOR FOR DISCUSSION 01932  5
                ON THE TAPE, MAGNIFYING GLASS.                            01932  6
*LEVEL          BLANK                                                     01932  9
*GENERAL        SPECIALIST                                                01932  8
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| *HOURS | 2 HOURS 36 MINS. | 01932 7 |
| *EVALUATION | IDENTIFY THE ROCKS AS ASSIGNED IN THE EXERCISE. PREPARE | 01932 23 |
| | A MAP SHOWING THE DISTRIBUTION OF SEDIMENTARY, IGNEOUS, | 01932 24 |
| | AND METAMORPHIC ROCKS IN THE UNITED STATES. | 01932 25 |
| *FILE | ROCKS DISCOVERY ECONOMIC GEORGRAPHY | 01932 10 |

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| *OBJECTIVES | TO WRITE A LESSON PLAN AND EXERCISE FOR THE APPROPRIATE | 01933 18 |
| | GRADE LEVEL THAT PROVIDES FOR DISCOVERY LEARNING | 01933 19 |
| | CONCERNING MINERALS AND ROCKS. | 01933 20 |
| *PREREQUISITES | PREVIOUS MODULES 1931 AND 1932 | 01933 21 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE | 01933 11 |
| | WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED IN | 01933 12 |
| | THE EXERCISES ON MINERALS AND ROCKS INCLUDE | 01933 13 |
| | A*PHYSICAL PROPERTIES OF MINERALS | 01933 14 |
| | B*METHODS OF MINING MINERALS | 01933 15 |
| | C*ROCK IDENTIFICATION | 01933 16 |
| | D*ECONOMIC IMPORTANCE OF ROCKS | 01933 17 |
| *SETTING - COLLEGE | INDEPENDENT | 01933 10 |
| *MATERIALS | DEMONSTRATION MATERIALS AS REQUIRED. | 01933 5 |
| *LEVEL | BLANK | 01933 8 |
| *GENERAL | SPECIALIST | 01933 7 |
| *HOURS | 1 HOUR 00 MINS. | 01933 6 |
| *EVALUATION | EXAMINE THE LESSON PLAN AND EXERCISE FOR INCLUSION OF THE | 01933 22 |
| | DISCOVERY TECHNIQUE, APPROPRIATENESS FOR AGE-LEVEL BEING | 01933 23 |
| | TAUGHT, IMAGINATION, INNOVATIONS AND THOROUGHNESS OF THE | 01933 24 |
| | PLAN AND EXERCISE. | 01933 25 |
| *FILE | LESSON PLANNING DISCOVERY TEACHING MINERALS ROCKS | 01933 9 |

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| *OBJECTIVES | THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01934 20 |
| | EXPLORE BRIEFLY THE HYPOTHESES CONCERNING THE ORIGIN OF | 01934 21 |
| | THE EARTH, TO PRESENT A BRIEF OUTLINE OF THE HISTORY OF | 01934 22 |
| | THE EARTH, AND TO BRIEFLY INVESTIGATE THE LANDFORM AREAS | 01934 23 |
| | OF THE UNITED STATES. | 01934 24 |
| *PREREQUISITE | PREVIOUS MODULES 1897, 1930 + 1932 | 01934 25 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01934 11 |
| | CORRELATED SLIDES ON THE HISTORY OF THE EARTH AND THE | 01934 12 |
| | PHYSIOGRAPHY OF THE UNITED STATES. WORK ALONG WITH THE | 01934 13 |
| | INSTRUCTOR IN STUDYING THE PALEOGEOGRAPHIC MAPS OF THE | 01934 14 |
| | VARIOUS PERIODS OF EARTH HISTORY. WORK ALONG WITH THE | 01934 15 |
| | INSTRUCTOR IN STUDYING THE TOPOGRAPHIC MAPS ASSIGNED. | 01934 16 |
| | WORK ALONG WITH THE INSTRUCTOR IN THE IDENTIFICATION OF | 01934 17 |
| | THE SEVERAL FOSSIL SPECIMENS PRESENTED. LEARN THE | 01934 18 |
| | LOCATION OF THE PLACES INTRODUCED ON THE TAPE AND SLIDES. | 01934 19 |
| *SETTING | INDEPENDENT COLLEGE | 01934 10 |
| *MATERIALS | SET OF PALEOGEOGRAPHIC MAPS OF NORTH AMERICA, SEVERAL | 01934 5 |
| | COMMON FOSSIL SPECIMENS, HARRISBURG, PA. TOPOGRAPHIC AND | 01934 |
| | RAISED RELIEF MAPS, MAMMOTH CAVE, KY., TOPOGRAPHIC AND | 01934 |
| | RAISED RELIEF MAPS, JUANITA ARCH, COLO., ASHBY, NEB., | 01934 |
| | HOLY CROSS, COLO., POINT REYES, CALIF., AND WALDREN, | 01934 |
| | ARKANSAS TOPOGRAPHIC MAPS, STEREOSCOPE, AND STEREO-PAIRS | 01934 |
| | OF AERIAL PHOTOGRAPHS OF AREAS COVERED BY THE ABOVE | 01934 |
| | TOPOGRAPHIC MAPS. | 01934 |
| *LEVEL | BLANK | 01934 8 |
| *GENERAL | SPECIALIST | 01934 7 |
| *HOURS | 2 HOURS 47 MINS. | 01934 6 |
| *EVALUATION | SUMMARIZE THE PHYSICAL HISTORY OF THE UNITED STATES FROM | 01934 26 |
| | THE PALEOGEOGRAPHIC MAPS. MAKE A SKETCH OF AND LABEL THE | 01934 27 |
| | FOSSIL SPECIMENS. EXAMINE THE TOPOGRAPHIC MAPS, STATE THE | 01934 28 |
| | PHYSIOGRAPHIC PROVINCE IN WHICH EACH IS LOCATED, AND GIVE | 01934 19 |

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| | SUPPORTING REASONS FOR YOUR ANSWERS. | 01934 | 20 |
| *FILE | EARTH HISTORY DISCOVERY PHYSIOGRAPHY | 01934 | 9 |

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| *OBJECTIVES | TO WRITE A LESSON PLAN AND IN-CALL FIELD TRIP FOR THE | 01935 | 16 |
| | APPROPRIATE GRADE LEVEL THAT PROVIDES FOR DISCOVERY | 01935 | 17 |
| | LEARNING CONCERNING LANDFORMS OF THE UNITED STATES. | 01935 | 18 |
| *PREREQUISITE | PREVIOUS MODULE 1934 | 01935 | 19 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE | 01935 | 11 |
| | WORKING USING THE DISCOVERY TECHNIQUE YOU HAVE LEARNED | 01935 | 12 |
| | CONCERNING THE LANDFORM AREAS OF THE UNITED STATES. | 01935 | 13 |
| | PREPARE AN IN-CLASS FIELD TRIP ACROSS THE UNITED STATES BY | 01935 | 14 |
| | THE USE OF TOPOGRAPHIC MAPS AND PHOTOGRAPHS. | 01935 | 15 |
| *SETTING | INDEPENDENT COLLEGE | 01935 | 10 |
| *MATERIALS | MAPS AND GROUND AND AERIAL PHOTOGRAPHS AS REQUIRED. | 01935 | 5 |
| *LEVEL | BLANK | 01935 | 8 |
| *GENERAL | SPECIALIST | 01935 | 7 |
| *HOURS | 1 HOUR 00 MINS. | 01935 | 6 |
| *EVALUATION | EXAMINE THE LESSON PLAN AND FIELD TRIP EXERCISE FOR | 01935 | 20 |
| | INCLUSION OF THE DISCOVERY TECHNIQUE, APPROPRIATENESS FOR | 01935 | 21 |
| | THE AGE-LEVEL BEING TAUGHT, IMAGINATION, INNOVATIONS, AND | 01935 | 22 |
| | THOROUGHNESS OF THE PLAN AND FIELD TRIP. | 01935 | 23 |
| *FILE | LESSON PLANNING DISCOVERY TEACHING LANDFORMS | 01935 | 9 |

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| *OBJECTIVES | THE OBJECTIVES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01936 | 21 |
| | DESCRIBE, INTERPRET, AND LOCATE REGIONS OF TECTONIC | 01936 | 22 |
| | PROCESSES, AND TO RELATE HUMAN ACTIVITY TO THESE REGIONS. | 01936 | 23 |
| *PREREQUISITE | PREVIOUS MODULES 1897, 1898, 1931, 1932 + 1934 | 01936 | 24 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01936 | 11 |
| | CORRELATED SLIDES ON THE TECTONIC PROCESSES (DIASTROPHISM | 01936 | 12 |
| | AND VOLCANISM). WORK ALONG WITH THE INSTRUCTOR IN | 01936 | 13 |
| | STUDYING THE LANDFORM MODELS OF FOLDS, FAULTS, AND | 01936 | 14 |
| | VOLCANOES. WORK ALONG WITH THE INSTRUCTOR IN THE | 01936 | 15 |
| | IDENTIFICATION OF TECTONIC LANDFORMS FROM THE ASSIGNED | 01936 | 16 |
| | AERIAL PHOTOGRAPHS AND TOPOGRAPHIC MAPS. VIEW THE 8 MM. | 01936 | 17 |
| | SINGLE CONCEPT, CONTINUOUS LOOP FILM ON, (MOUNTAIN | 01936 | 18 |
| | BUILDING.) LEARN THE LOCATION OF THE PLACES INTRODUCED ON | 01936 | 19 |
| | THE TAPE AND SLIDES. | 01936 | 20 |
| *SETTING | INDEPENDENT COLLEGE | 01936 | 10 |
| *MATERIALS | LANDFORM MODELS OF FOLDS, FAULTS AND VOLCANOES, ATLAS, | 01936 | 5 |
| | 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM ON, (MOUNTAIN | 01936 | |
| | BUILDING,) RAISED RELIEF MAP OF VALLE GRANDE, NEW MEXICO, | 01936 | |
| | STEREOSCOPE, STEREOSCOPIC PAIRS OF AERIAL PHOTOGRAPHS | 01936 | |
| | SHOWING FOLDS, FAULTS, AND VOLCANOES, FAULT DEMONSTRATION | 01936 | |
| MODELS, STYROFOAM FOR DEMONSTRATING FOLDS. ENNIS, MONTANA TOPOGRAPHIC | | 01936 | |
| MAP. | | 01936 | |
| *LEVEL | BLANK | 01936 | 8 |
| *GENERAL | SPECIALIST | 01936 | 7 |
| *HOURS | 3 HOURS 10 MINS. | 01936 | 6 |
| *EVALUATION | WRITE A SUMMARY OF THE OBSERVATIONS AND EXPERIMENTS | 01936 | 25 |
| | PERFORMED AS ASSIGNED IN THIS EXERCISE. | 01936 | 26 |
| *FILE | LANDFORMS DISCOVERY TECTONIC PROCESSES | 01936 | 9 |

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| *OBJECTIVES | TO WRITE A LESSON PLAN AND FIELD TRIP EXERCISE FOR THE | 01937 | 17 |
| | APPROPRIATE GRADE LEVEL THAT PROVIDES FOR DISCOVERY | 01937 | 18 |
| | LEARNING CONCERNING MOUNTAIN BUILDING PROCESSES. | 01937 | 19 |
| *PREREQUISITE | PREVIOUS MODULE 1936 | 01937 | 20 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE | 01937 | 11 |
| | WORKING USING THE DISCOVERY TECHNIQUE YOU HAVE LEARNED IN | 01937 | 12 |

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| | THE EXERCISE ON THE TECTONIC PROCESSES. PREPARE AN IN- | 01937 | 13 |
| | CLASS FIELD TRIP OF MOUNTAIN AREAS PRODUCED BY FOLDING, | 01937 | 14 |
| | FAULTING, AND VOLCANISM USING AERIAL PHOTOGRAPHS, | 01937 | 15 |
| | TOPOGRAPHIC MAPS, AND GROUND PHOTOGRAPHS. | 01937 | 16 |
| *SETTING | INDEPENDENT COLLEGE | 01937 | 10 |
| *MATERIALS | DEMONSTRATION MATERIALS, MAPS, AND PHOTOGRAPHS AS | 01937 | 5 |
| | REQUIRED. | 01937 | |
| *LEVEL | BLANK | 01937 | 8 |
| *GENERAL | SPECIALIST | 01937 | 7 |
| *HOURS | 1 HOUR 00 MINS. | 01937 | 6 |
| *EVALUATION | EXAMINE THE LESSON PLAN AND IN-CLASS FIELD TRIP EXERCISE | 01937 | 21 |
| | FOR THE INCLUSION OF THE DISCOVERY TECHNIQUE, | 01937 | 22 |
| | APPROPRIATENESS FOR AGE-LEVEL BEING TAUGHT, IMAGINATION, | 01937 | 23 |
| | INNOVATIONS, AND THOROUGHNESS OF THE PLAN AND THE IN-CALL | 01937 | 24 |
| | FIELD TRIP EXERCISE. | 01937 | 25 |
| *FILE | LESSON PLANNING DISCOVERY LEARNING LANDFORMS | 01937 | 9 |

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| *OBJECTIVES | THE OBJECTIVES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01938 | 20 |
| | EXPLORE THE WAY THE SURFACE OF THE EARTH HAS BEEN, AND IS, | 01938 | 21 |
| | SCULPTURED BY RUNNING SURFACE WATER, THE TYPES OF | 01938 | 22 |
| | LANDFORMS THAT RESULT FROM THIS WORK, AND THE HUMAN USE OF | 01938 | 23 |
| | STREAM VALLEYS, AND OF YOUTHFUL, MATURE, AND OLD AGE | 01938 | 24 |
| | TOPOGRAPHIC AREAS. | 01938 | 25 |
| *PREREQUISITE | PREVIOUS 1897, 1898, 1930, 1932 + 1934 | 01938 | 26 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01938 | 11 |
| | CORRELATED SLIDES ON LANDFORMS PRODUCED BY STREAMS. WORK | 01938 | 12 |
| | ALONG WITH THE INSTRUCTOR IN THE INTERPRETATION OF THE | 01938 | 13 |
| | LANDFORM MODELS, TOPOGRAPHIC MAPS, AND AERIAL PHOTOGRAPHS. | 01938 | 14 |
| | PERFORM THE EXPERIMENTS AT THE STREAM TABLE AS ASSIGNED IN | 01938 | 15 |
| | THE EXERCISE. VIEW THE 8 MM. SINGLE CONCEPT, CONTINUOUS | 01938 | 16 |
| | LOOP FILMS ON, [LANDSLIDES,[ FLASH FLOODS,[ AND [STREAM | 01938 | 17 |
| | MEANDERS.[ LEARN THE LOCATION OF THE PLACES INTRODUCED ON | 01938 | 18 |
| | THE TAPE AND SLIDES. | 01938 | 19 |
| *SETTING | INDEPENDENT COLLEGE | 01938 | 10 |
| *MATERIALS | STREAM, TABLE, SAND, AND WATER. STEREO-PAIRS OF AERIAL | 01938 | 5 |
| | PHOTOGRAPHS SHOWING STREAM-SCULPTURED LANDFORMS, | 01938 | |
| | STEREOSCOPE, LANDFORM MODELS OF STREAM SCULPTURED | 01938 | |
| | LANDFORMS, BRIGHT ANGEL, ARIZONA, EFFINGHAM, ILL., KENOVO | 01938 | |
| | WEST, PA., STRASBURG, VA., AND SONOMA RANGE, NEVADA | 01938 | |
| | TOPOGRAPHIC MAPS. | 01938 | |
| *LEVEL | BLANK | 01938 | 8 |
| *GENERAL | SPECIALIST | 01938 | 7 |
| *HOURS | 3 HOURS 47 MINS. | 01938 | 6 |
| *EVALUATION | CLASSIFY THE STAGE IN THE FLUVIAL CYCLE OF THE LANDFORMS | 01938 | 27 |
| | OBSERVED ON THE AERIAL PHOTOGRAPHS, GROUND PHOTOGRAPHS, | 01938 | 28 |
| | AND TOPOGRAPHIC MAPS AS ASSIGNED. WHAT CORRELATIONS CAN | 01938 | 29 |
| | YOU MAKE BETWEEN THE DISTRIBUTION OF CULTURAL FEATURES AND | 01938 | 31 |
| | THE NATURAL ENVIRONMENT ON THE MAPS AND PHOTOGRAPHS | 01938 | 31 |
| | ASSIGNED. | 01938 | 32 |
| *FILE | LANDFORMS DISCOVERY STREAMS | 01938 | 9 |

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| *OBJECTIVES | TO PREPARE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL | 01939 | 15 |
| | THAT PROVIDES FOR DISCOVERY LEARNING IN THE USE OF THE | 01939 | 16 |
| | STREAM TABLE TO INTERPRET LANDFORMS PRODUCED BY STREAMS. | 01939 | 17 |
| *PREREQUISITE | PREVIOUS MODULE 1938 | 01939 | 18 |
| *EXPERIENCE | PREPARE A STREAM TABLE EXERCISE ON LANDFORM FEATURES | 01939 | 11 |
| | PRODUCED BY STREAMS FOR THE CLASS WITH WHICH YOU ARE | 01939 | 12 |
| | WORKING. HAVE THE CLASS IDENTIFY SIMILAR FEATURES ON | 01939 | 13 |
| | AERIAL PHOTOGRAPHS AND TOPOGRAPHIC MAPS. | 01939 | 14 |

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| *SETTING | INDEPENDENT COLLEGE | 01939 | 10 |
| *MATERIALS | STREAM TABLE, AERIAL PHOTOGRAPHS, AND TOPOGRAPHIC MAPS. | 01939 | 5 |
| *LEVEL | BLANK | 01939 | 8 |
| *GENERAL | SPECIALIST | 01939 | 7 |
| *HOURS | 0 HOURS 45 MINS | 01939 | 6 |
| *EVALUATION | EXAMINE THE LESSON PLAN AND STREAM TABLE EXERCISE FOR THE | 01939 | 19 |
| | INCLUSION OF THE DISCOVERY TECHNIQUE, APPROPRIATENESS FOR | 01939 | 20 |
| | AGE-LEVEL BEING TAUGHT, IMAGINATION, INNOVATIONS, AND | 01939 | 21 |
| | THOROUGHNESS. EXAMINE PLAN FOR THE INCLUSION OF CULTURAL | 01939 | 22 |
| | GEOGRAPHY. | 01939 | 23 |
| *FILE | LESSON PLANNING DISCOVERY TECHNIQUES LANDFORMS | 01939 | 9 |

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| *OBJECTIVES | THE OBJECTIVES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01940 | 22 |
| | INVESTIGATE THE ACTION OF SUBSURFACE WATER, THE LANDFORM | 01940 | 23 |
| | FEATURES WHICH ARE PRODUCED BY THESE ACTIONS, AND THE | 01940 | 24 |
| | HUMAN USES AND ADJUSTMENTS TO LIMESTONE AND KARST AREAS. | 01940 | 25 |
| *PREREQUISITE | PREVIOUS MODULES 1897, 1898, 1931, 1932, 1934 + 1938 | 01940 | 26 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01940 | 11 |
| | CORRELATED SLIDES ON SUBSURFACE WATER. WORK ALONG WITH | 01940 | 12 |
| | THE INSTRUCTOR IN INTERPRETING THE LANDFORM AND CULTURAL | 01940 | 13 |
| | FEATURES ASSOCIATED WITH THE WORK OF GROUND WATER. VIEW | 01940 | 14 |
| | THE 8MM, SINGLE CONCEPT, CONTINUOUS LOOP FILMS ON, [CAVE | 01940 | 15 |
| | FORMATIONS] AND [WELLS.] STUDY THE AERIAL PHOTOGRAPHS | 01940 | 16 |
| | AND TOPOGRAPHIC MAPS AS ASSIGNED, AND OBSERVE THE HUMAN | 01940 | 17 |
| | USE OF VARIOUS KARST AREAS. PERFORM THE EXPERIMENTS ON | 01940 | 18 |
| | PERMEABILITY AND REACTION OF LIMESTONE IN ACID AS | 01940 | 19 |
| | ASSIGNED. LEARN THE LOCATION OF THE PLACES INTRODUCED ON | 01940 | 20 |
| | THE TAPE AND SLIDES. | 01940 | 21 |
| *SETTING | INDEPENDENT COLLEGE | 01940 | 10 |
| *MATERIALS | FOUR GLASS TUBES AND STANDS, CLAY, SAND, AND GRAVEL+ | 01940 | 5 |
| | BREAKER OF DILUTE HCl, TO | 01940 | |
| | BREAKER OF DILUTE HCl, TWO PIECES OF LIMESTONE ZONE IN | 01940 | |
| | WATER, THE OTHER IN ACID++ MAMMOTH CAVE, KY. TOPOGRAPHIC | 01940 | |
| | MAP+ HORSE CAVE, KY. TOPOGRAPHIC MAP+ TOPOGRAPHIC MAPS | 01940 | |
| | OF PEPINO AREAS OF PUERTO RICO, STEREO-PAIRS OF AERIAL | 01940 | |
| | PHTOGRAPHS OF MAMMOTH CAVE, KENTUCKY AREA, STEREOSCOPES, | 01940 | |
| | AERIAL PHOTOGRAPH BOOKLET+ ASHBY, NEBRASKA QUADRANGEL AND | 01940 | |
| | AERIAL PHOTOGRAPHS. | 01940 | |
| *LEVEL | BLANK | 01940 | 8 |
| *GENERAL | SPECIALIST | 01940 | 7 |
| *HOURS | 2 HOURS 45 MINS. | 01940 | 6 |
| *EVALUATION | SUMMARIZE THE RESULTS OF THE EXPERIMENTS AS ASSIGNED. | 01940 | 27 |
| | EXPLAIN THE RELATIONSHIPS OF CULTURAL FEATURES TO | 01940 | 28 |
| | TOPOGRAPHY ON THE MAMMOTH CAVE AND PUERTO RICO TOPOGRAPHIC | 01940 | 29 |
| | MAPS. EXPLAIN THE PROBABLE REASONS FOR THE LOCATION OF | 01940 | 30 |
| | THE FARMSTEADS ON THE ASHBY, NEBRASKA QUADRANGLE. | 01940 | 31 |
| *FILE | LANDFORMS DISCOVERY SUBSURFACE WATER | 01940 | 9 |

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| *OBJECTIVES | TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL | 01941 | 15 |
| | THAT PROVIDES FOR DISCOVERY LEARNING CONCERNING KARST | 01941 | 16 |
| | AREAS. | 01941 | 17 |
| *PREREQUISITE | PREVIOUS MODULE 1940 | 01941 | 18 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE | 01941 | 11 |
| | WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED | 01941 | 12 |
| | IN THE INTERPRETATION OF THE LANDFORMS AND CULTURAL | 01941 | 13 |
| | GEOGRAPHY OF KARST AREAS. | 01941 | 14 |
| *SETTING | INDEPENDENT COLLEGE | 01941 | 10 |
| *MATERIALS | DEMONSTRATION MATERIALS, TOPOGRAPHIC MAPS, AND AERIAL | 01941 | 5 |
| | PHOTOGRAPHS AS REQUIRED. | 01941 | |

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| *LEVEL | BLANK | 01941 | 8 |
| *GENERAL | SPECIALIST | 01941 | 7 |
| *HOURS | 0 HOURS 45 MINS. | 01941 | 6 |
| *EVALUATION | EXAMINE THE LESSON PLAN FOR INCLUSION OF THE DISCOVERY | 01941 | 19 |
| | TECHNIQUE, APPROPRIATENESS FOR THE AGE-LEVEL BEING TAUGHT, | 01941 | 20 |
| | IMAGINATION, INNOVATIONS, AND THOROUGHNESS OF THE PLAN. | 01941 | 21 |
| *FILE | LESSON PLANNING DISCOVERY TEACHING LANDFORMS | 01941 | 9 |

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| *OBJECTIVES | THE OBJECTIVES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01942 | 19 |
| | INVESTIGATE THE PROCESSES INVOLVED IN WIND ACTION, THE | 01942 | 20 |
| | LANDFORM FEATURES WHICH ARE PRODUCED BY THE WIND, AND THE | 01942 | 21 |
| | HUMAN USE OF LAND IN SUCH AREAS. | 01942 | 22 |
| *PREREQUISITE | PREVIOUS MODULES 1897, 1898 + 1930 | 01942 | 23 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01942 | 11 |
| | CORRELATED SLIDES ON THE WORK OF THE WIND. WORK ALONG | 01942 | 12 |
| | WITH THE INSTRUCTOR IN THE INTERPRETATION OF THE | 01942 | 13 |
| | TOPOGRAPHIC MAPS AND AERIAL PHOTOGRAPHS WHICH SHOW | 01942 | 14 |
| | LANDFORMS PRODUCED BY WIND ACTION. VIEW THE 8 MM. SINGLE | 01942 | 15 |
| | CONCEPT, CONTINUOUS LOOP FILM ON, [LANDFORMS PRODUCED BY | 01942 | 16 |
| | WIND.] LEARN THE LOCATION OF THE PLACES INTRODUCED ON | 01942 | 17 |
| | THE TAPE AND SLIDES. | 01942 | 18 |
| *SETTING | INDEPENDENT COLLEGE | 01942 | 10 |
| *MATERIALS | AERIAL PHOTOGRAPHS SHOWING LANDFORMS FRATURES PRODUCED BY | 01942 | 5 |
| | WIND ACTION+ FENNVILLE, MICH., LAKE MCBRIDE, KANSAS+ | 01942 | |
| | ASHBY, NEB., JACKSONVILLE BEACH, FLA. QUADRANGLES. | 01942 | |
| *LEVEL | BLANK | 01942 | 8 |
| *GENERAL | SPECIALIST | 01942 | 7 |
| *HOURS | 1 HOUR 55 MINS. | 01942 | 6 |
| *EVALUATION | SUMMARIZE THE LANDFORMS AND ASSOCIATED CULTURAL FEATURES | 01942 | 24 |
| | AS STUDIED ON THE ASSIGNED AERIAL PHOTOGRAPHS AND | 01942 | 25 |
| | TOPOGRAPHIC MAPS. | 01942 | 26 |
| *FILE | LANDFORMS DISCOVERY WIND | 01942 | 9 |

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| *OBJECTIVES | TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL | 01943 | 15 |
| | THAT PROVIDES FOR DISCOVERY LEARNING CONCERNING THE | 01943 | 16 |
| | INTERPRETATION OF LANDFORMS AND HUMAN LAND USE IN AREAS | 01943 | 17 |
| | WHERE WIND WORK PREDOMINATES. | 01943 | 18 |
| *PREREQUISITE | PREVIOUS MODULE 1942 | 01943 | 19 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE | 01943 | 11 |
| | WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED | 01943 | 12 |
| | CONCERNING LANDFORMS PRODUCED BY THE WORK OF THE WIND. | 01943 | 13 |
| | INCLUDE HUMAN USE OF SUCH AREAS IN YOUR PLAN. | 01943 | 14 |
| *SETTING | INDEPENDENT COLLEGE | 01943 | 10 |
| *MATERIALS | DEMONSTRATION MATERIALS, MAPS, AND PHOTOGRAPHS AS REQUIRED. | 01943 | 5 |
| *LEVEL | BLANK | 01943 | 8 |
| *GENERAL | SPECIALIST | 01943 | 7 |
| *HOURS | 0HOURS 45 MINS. | 01943 | 6 |
| *EVALUATION | EXAMINE THE LESSON PLAN FOR INCLUSION OF THE DISCOVERY | 01943 | 20 |
| | TECHNIQUE, APPRORRIATENESS FOR AGE-LEVEL BEING TAUGHT, | 01943 | 21 |
| | IMAGINATION, INNOVATIONS, AND THOROUGHNESS OF THE PLAN. | 01943 | 22 |
| *FILE | LESSON PLANNING DISCOVERY TEACHING LANDFORMS | 01943 | 9 |

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| *OBJECTIVES | THE OBJECTIVES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01944 | 20 |
| | INVESTIGATE THE PROCESSES INVOLVED IN WAVE ACTION, THE | 01944 | 21 |
| | COASTLINE FEATURES WHICH ARE PRODUCED BY ACTION OF THE | 01944 | 22 |
| | WAVES AND TECTONIC PROCESSES, AND HUMAN USE OF VARIOUS | 01944 | 23 |
| | TYPES OF COASTAL AREAS. | 01944 | 24 |
| *PREREQUISITE | PREVIOUS MODULES 1897, 1898, 1936 | 01944 | 25 |

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| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01944 | 11 |
| | CORRELATED SLIDES ON WORK OF WAVES AND SHORELINE FEATURES. | 01944 | 12 |
| | WORK ALONG WITH THE INSTRUCTOR IN THE INTERPRETATION FROM | 01944 | 13 |
| | MAPS AND AERIAL PHOTOGRAPHS THE CHARACTERISTICS OF | 01944 | 14 |
| | VARIOUS TYPES OF SHORELINES, WITH EMPHASIS ON THE SHORE | 01944 | 15 |
| | PROFILE, AS WELL AS HUMAN USES OF COASTLINES. PERFORM THE | 01944 | 16 |
| | THE STREAM TABLE EXPERIMENT AS ASSIGNED IN THE EXERCISE. | 01944 | 17 |
| | LEARN THE LOCATION OF THE PLACES INTRODUCED ON THE TAPE | 01944 | 18 |
| | AND SLIDES. | 01944 | 19 |
| *SETTING | INDEPENDENT COLLEGE | 01944 | 10 |
| *MATERIALS | STREAM TABLE, AND WAVE GENERATING APPARATUS, STEREOSCOPE, | 01944 | 5 |
| | POINT REYES, CALIF., MOBILE, ALA., KINGSTON, R.I., | 01944 | |
| | DELAWARE, MICH, PROVINCETOWN, MASS. QUADRANGLES, AND | 01944 | |
| | STEREO-PAIRS OF AERIAL PHOTOGRAPHS OF THE AREAS COVERED | 01944 | |
| | BY THE ABOVE MAPS. | 01944 | |
| *LEVEL | BLANK | 01944 | 8 |
| *GENERAL | SPECIALIST | 01944 | 7 |
| *HOURS | 2 HOURS 18 MINS. | 01944 | 6 |
| *EVALUATION | SUMMARIZE THE LANDFORMS AND ASSOCIATED CULTURAL FEATURES | 01944 | 26 |
| | AS STUDIED ON THE ASSIGNED AERIAL PHOTOGRAPHS AND | 01944 | 27 |
| | TOPOGRAPHIC MAPS OF SHORELINE AREAS. | 01944 | 28 |
| *FILE | LANDFORMS DISCOVERY SHORELINES | 01944 | 9 |

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| *OBJECTIVES | TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL | 01945 | 15 |
| | THAT PROVIDES FOR DISCOVERY LEARNING CONCERNING THE | 01945 | 16 |
| | INTERPRETATION OF LANDFORMS AND HUMAN USE OF COASTLINES. | 01945 | 17 |
| *PREREQUISITE | PREVIOUS MODULE 1944 | 01945 | 18 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE | 01945 | 11 |
| | WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED | 01945 | 12 |
| | CONCERNING LANDFORMS PRODUCED BY THE WORK OF WAVES. | 01945 | 13 |
| | INCLUDE THE HUMAN USE OF COASTLINES IN YOUR PLAN. | 01945 | 14 |
| *SETTING | INDEPENDENT COLLEGE | 01945 | 10 |
| *MATERIALS | DEMONSTRATION MATERIALS, MAPS, AND PHOTOGRAPHS AS REQUIRED | 01945 | 5 |
| *LEVEL | BLANK | 01945 | 8 |
| *GENERAL | SPECIALIST | 01945 | 7 |
| *HOURS | 1 HOUR 00 MINS. | 01945 | 6 |
| *EVALUATION | EXAMINE THE LESSON PLAN FOR INCLUSION OF THE DISCOVERY | 01945 | 19 |
| | TECHNIQUE, APPROPRIATENESS FOR AGE-LEVEL BEING TAUGHT, | 01945 | 20 |
| | IMAGINATION, INNOVATIONS, AND THOROUGHNESS OF THE PLAN. | 01945 | 21 |
| *FILE | LESSON PLANNING DISCOVERY TEACHING LANDFORMS | 01945 | 9 |

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| *OBJECTIVES | THE OBJECTIVES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01946 | 20 |
| | INVESTIGATE THE FORMATION AND MOVEMENT OF VALLEY GLACIERS, | 01946 | 21 |
| | THE LANDFORMS PRODUCED BY VALLEY GLACIERS, AND THE HUMAN | 01946 | 22 |
| | USE OF AREAS AFFECTED BY VALLEY GLACIATION. | 01946 | 23 |
| *PREREQUISITE | PREVIOUS MODULES 1897, 1898, 1928 | 01946 | 24 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01946 | 11 |
| | CORRELATED SLIDES ON VALLEY GLACIATION. WORK ALONG WITH | 01946 | 12 |
| | THE INSTRUCTOR IN THE INTERPRETATION OF LANDFORMS PRODUCED | 01946 | 13 |
| | BY VALLEY GLACIERS AS VIEWED ON TOPOGRAPHIC MAPS, AERIAL | 01946 | 14 |
| | PHOTOGRAPHS, AND THE ACCOMPANYING SLIDES. STUDY THE | 01946 | 15 |
| | LANDFORM MODELS WHICH SHOW TOPOGRAPHIC FEATURES PRODUCED | 01946 | 16 |
| | BY VALLEY GLACIERS. VIEW THE 8 MM. SINGLE CONCEPT, | 01946 | 17 |
| | CONTINUOUS LOOP FILM ON, [ALPINE GLACIERS,] LEARN THE | 01946 | 18 |
| | LOCATION OF THE PLACES INTRODUCED ON THE TAPE AND SLIDES. | 01946 | 19 |
| *SETTING | INDEPENDENT COLLEGE | 01946 | 10 |
| *MATERIALS | 8MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM ON, [ALPINE | 01946 | 5 |
| | GLACIERS,] LANDFORM MODELS SHOWING FEATURES PRODUCED BY | 01946 | |
| | VALLEY GLACIERS, HOLY CROSS, COLO., MOUNT TOM, CALIF. | 01946 | |

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| | CHIEF MOUNTAIN, MONT. QUADRANGLES, STEREOSCOPE, AND | 01946 | |
| | STEREO-PAIRS OF AERIAL PHOTOGRAPHS OF THE AREAS SHOWN | 01946 | |
| | ON THE ABOVE TOPOGRAPHIC MAPS. | 01946 | |
| *LEVEL | BLANK | 01946 | 8 |
| *GENERAL | SPECIALIST | 01946 | 7 |
| *HOURS | 2 HOURS 21 MINS. | 01946 | 6 |
| *EVALUATION | INTERPRET THE LANDFORM FEATURES AND CULTURAL FEATURES ON | 01946 | 25 |
| | THE TOPOGRAPHIC MAPS AND AERIAL PHOTOGRAPHS OF AREAS OF | 01946 | 26 |
| | VALLEY GLACIATION. | 01946 | 27 |
| *FILE | LANDFORMS DISCOVERY VALLEY GLACIERS | 01946 | 9 |

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| *OBJECTIVES | THE OBJECTIVES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01947 | 22 |
| | INVESTIGATE THE FORMATION OF CONTINENTAL ICE SHEET, THE | 01947 | 23 |
| | LANDFORMS PRODUCED BY CONTINENTAL GLACIERS, AND THE HUMAN | 01947 | 24 |
| | USE OF AREAS AFFECTED BY CONTINENTAL GLACIERS. | 01947 | 25 |
| *PREREQUISITE | PREVIOUS MODULES 1897, 1898 + 1946 | 01947 | 26 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01947 | 11 |
| | CORRELATED SLIDES ON CONTINENTAL GLACIATION. WORK ALONG | 01947 | 12 |
| | WITH THE INSTRUCTOR IN THE INTERPRETATION OF THE HUMAN USE | 01947 | 13 |
| | OF ICE-SCOURED AND DRIFT PLAINS. PERFORM THE EXPERIMENT | 01947 | 14 |
| | AT THE STREAM TABLE AS ASSIGNED. VIEW THE 8MM. SINGLE | 01947 | 15 |
| | CONCEPT, CONTINUOUS LOOP FILM ON, [GLACIAL DRIFT PLAINS.[ | 01947 | 16 |
| | WORK ALONG WITH THE INSTRUCTOR IN THE INTERPRETATION OF | 01947 | 17 |
| | THE LANDFORMS AND ASSOCIATED CULTURAL FEATURES ON THE | 01947 | 18 |
| | PRESCRIBED TOPOGRAPHIC MAPS AND AERIAL PHOTOGRAPHS. LEARN | 01947 | 19 |
| | THE LOCATION OF THE PLACES INTRODUCED ON THE TAPE AND | 01947 | 20 |
| | SLIDES. | 01947 | 21 |
| *SETTING | INDEPENDENT COLLEGE | 01947 | 10 |
| *MATERIALS | STREAM TABLE, SAND, GRAVEL, BLOCKS OF ROCK-SHOD ICE AND | 01947 | 5 |
| | ICE CUBES FOR PRODUCING GLACIAL DEPOSITIONAL AND | 01947 | |
| | GLACIO-FLUVIAL LANDFORMS, MONADNOCK, N.H., KINGSTON, | 01947 | |
| | R.I., TICONDEROGA, N.Y./VT., JACKSON, MICH., AND | 01947 | |
| | WHITEWATER, WISCONSIN QUADRANGLES, AND CORRESPONDING | 01947 | |
| | STEREO-PAIRS OF AERIAL PHOTOGRAPHS, STEREOSCOPE. | 01947 | |
| *LEVEL | BLANK | 01947 | 8 |
| *GENERAL | SPECIALIST | 01947 | 7 |
| *HOURS | 2 HOURS 31 MINS. | 01947 | 6 |
| *EVALUATION | INTERPRET THE LANDFORM FEATURES PRODUCED ON THE STREAM | 01947 | 27 |
| | TABLE AND RELATE THESE TO THE LANDFORM FEATURES ON THE | 01947 | 28 |
| | ASSIGNED TOPOGRAPHIC MAPS OF AREAS OF CONTINENTAL | 01947 | 29 |
| | GLACIATION. INTERPRET THE CULTURAL FEATURES ON THE SAME | 01947 | 30 |
| | MAPS. | 01947 | 31 |
| *FILE | LANDFORMS DISCOVERY CONTINENTAL GLACIATION | 01947 | 9 |

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| *OBJECTIVES | TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL | 01948 | 14 |
| | THAT PROVIDES FOR DISCOVERY LEARNING IN TERMS OF GLACIAL | 01948 | 15 |
| | LANDFORM FEATURES AND RESULTING CULTURAL ASSOCIATIONS. | 01948 | 16 |
| *PREREQUISITE | PREVIOUS MODULE 1947 | 01948 | 17 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE | 01948 | 11 |
| | WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED | 01948 | 12 |
| | ON GLACIATION. | 01948 | 13 |
| *SETTING | INDEPENDENT COLLEGE | 01948 | 10 |
| *MATERIALS | DEMONSTRATION MATERIALS, MAPS AND PHOTOGRAPHS AS REQUIRED. | 01948 | 5 |
| *LEVEL | BLANK | 01948 | 8 |
| *GENERAL | SPECIALIST | 01948 | 7 |
| *HOURS | 1 HOUR 00 MINS. | 01948 | 6 |
| *EVALUATION | EXAMINE THE LESSON PLAN FOR INCLUSION OF THE DISCOVERY | 01948 | 18 |
| | TECHNIQUE, APPROPRIATENESS FOR AGE-LEVEL BEING TAUGHT, | 01948 | 19 |
| | IMAGINATION, INNOVATIONS AND THOROUGHNESS OF THE PLAN. | 01948 | 20 |
| *FILE | LESSON PLANNING DISCOVERY LANDFORMS | 01948 | 9 |

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| *OBJECTIVES | THE OBJECTIVES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01949 | 17 |
| | INVESTIGATE THE VARIOUS SOIL-FORMING PROCESSES AND | 01949 | 18 |
| | RELATE THESE TO THE TYPE OF SOIL PROFILE PRODUCED, AS WELL | 01949 | 19 |
| | AS TO RELATE THE SOIL-FORMING PROCESSES TO VARIOUS | 01949 | 20 |
| | ENVIRONMENTAL CONDITIONS. | 01949 | 21 |
| *PREREQUISITE | PREVIOUS MODULES 1921, 1922, 1924, 1926, 1928, 1931, * | 01949 | 22 |
| | 1932 | 01949 | 23 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01949 | 11 |
| | CORRELATED SLIDES ON, THE FORMATION OF SOIL. WORK ALONG | 01949 | 12 |
| | WITH THE INSTRUCTOR IN THE IDENTIFACTION AND | 01949 | 13 |
| | INTERPRETATION OF THE HORIZONS OF THE SOIL MICREO- | 01949 | 14 |
| | MONOLITHS. VIEW THE 8 MM. SINGLE CONCEPT, CONTINUOUS | 01949 | 15 |
| | LOOP FILM ON, [PROCESSES OF SOIL FORMATION.] | 01949 | 16 |
| *SETTING | INDEPENDENT COLLEGE | 01949 | 10 |
| *MATERIALS | ATLAS, MICRO-MONOLITHS OF VARIOUS SOIL SERIES WHICH ARE | 01949 | 5 |
| | REPRESENTATIVE OF VARIOUS GREAT SOIL GROUPS, 8 MM. SINGLE | 01949 | |
| | CONCEPT, CONTINUOUS LOOP FILM ON, PROCESSES OF SOIL | 01949 | |
| | [FORMATION]. | 01949 | |
| *LEVEL | BLANK | 01949 | 8 |
| *GENERAL | SPECIALIST | 01949 | 7 |
| *HOURS | 2 HOURS 17 MINS. | 01949 | 6 |
| *EVALUATION | IDENTIFY THE HORIZONS OF THE VARIOUS MICRO-MONOLITH | 01949 | 24 |
| | PROFILES AS ASSIGNED AND CORRELATE THE ENVIRONMENT UNDER | 01949 | 25 |
| | WHICH EACH DEVELOPED. | 01949 | 26 |
| *FILE | SOILS DISCOVERY SOIL-FORMING PROCESSES | 01949 | 9 |

| | | | |
|---|---|---|---|
| *OBJECTIVES | THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01950 | 15 |
| | EXAMINE THE DISTRIBUTION OF THE GREAT SOIL GROUPS OF THE | 01950 | 16 |
| | WORLD, STUDY REPRESENTATIVE GREAT SOIL GROUPS AREAS, AND | 01950 | 17 |
| | TO RELATE LAND UTILIZATION TO SOIL GROUPS, SERIES, AND | 01950 | 18 |
| | TYPES. | 01950 | 19 |
| *PREREQUISITE | PREVIOUS MODULE 1949 | 01950 | 20 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01950 | 11 |
| | CORRELATED SLIDES ON THE GREAT SOIL GROUPS. WORK ALONG | 01950 | 12 |
| | WITH THE INSTRUCTOR IN STUDYING THE ATLAS PLATES, SOILS | 01950 | 13 |
| | MAPS, AND AERIAL PHOTOGRAPHS AS ASSIGNED IN THE EXERCISE. | 01950 | 14 |
| *SETTING | INDEPENDENT COLLEGE | 01950 | 10 |
| *MATERIALS | SOILS SERIES MAPS FROM REPRESENTATIVE GREAT SOILS GROUPS | 01950 | 5 |
| | AREAS, AERIAL PHOTOGRAPHS SOILS MAPS, ATLAS, SOIL MICRO- | 01950 | |
| | MONOLITHS FROM PREVIOUS MODULE 30A. | 01950 | |
| *LEVEL | BLANK | 01950 | 8 |
| *GENERAL | SPECIALIST | 01950 | 7 |
| *HOURS | 1 HOUR 28 MINS. | 01950 | 6 |
| *EVALUATION | INTERPRET THE SOILS MAPS AND ATLAS PLATES AS ASSIGNED. | 01950 | 21 |
| *FILE | SOILS DISCOVERY GREAT SOIL GROUPS | 01950 | 9 |

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|---|---|---|---|
| *OBJECTIVES | THE PURPOSES OF THIS INDEPENDENT STUDY EXERCISE ARE TO | 01951 | 15 |
| | INVESTIGATE THE VARIOUS MEASURES OF SOIL CONSERVATION, | 01951 | 16 |
| | AND TO STUDY THE WISE USES OF SOILS IN BOTH RURAL AND | 01951 | 17 |
| | URBAN ENVIRONMENTS. | 01951 | 18 |
| *PREREQUISITE | PREVIOUS MODULES 1949, 1950 | 01951 | 19 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01951 | 11 |
| | CORRELATED SLIDES ON SOIL CONSERVATION. VIEW THE 8 MM. | 01951 | 12 |
| | SINGLE CONCEPT, CONTINUOUS LOOP FILM ON, [SOIL | 01951 | 13 |
| | CONSERVATION.] | 01951 | 14 |
| *SETTING | INDEPENDENT COLLEGE | 01951 | 10 |

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|---|---|---|---|
| *MATERIALS | 8 MM. SINGLE CONCEPT, CONTINUOUS LOOP FILM ON, ISOIL | 01951 | 5 |
| | CONSERVATION,I AERIAL PHOTOGRAPHS SHOWING SOIL | 01951 | |
| | CONSERVATION MEASURES IN BOTH RURAL AND URBAN ENVIRONMENTS | 01951 | |
| *LEVEL | BLANK | 01951 | 8 |
| *GENERAL | SPECIALIST | 01951 | 7 |
| *HOURS | 1 HOUR 14 MINS, | 01951 | 6 |
| *EVALUATION | SUMMARIZE THE USES OF THE SOIL CAPABILITY MAP. | 01951 | 20 |
| *FILE | SOILS DISCOVERY SOIL CONSERVATION | 01951 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO WRITE A LESSON PLAN FOR THE APPROPRIATE GRADE LEVEL | 01952 | 17 |
| | THAT PROVIDES FOR DISCOVERY LEARNING IN TERMS OF SOILS AND | 01952 | 18 |
| | SOIL CONSERVATION. | 01952 | 19 |
| *PREREQUISITE | PREVIOUS MODULES 1949, 1950 + 1951 | 01952 | 20 |
| *EXPERIENCE | COMPLETE A LESSON PLAN FOR THE CLASS WITH WHICH YOU ARE | 01952 | 11 |
| | WORKING USING THE DISCOVERY TECHNIQUES YOU HAVE LEARNED ON | 01952 | 12 |
| | SOILS. INCLUDE: A+ SOIL FORMATION PROCESSES B+ SOIL | 01952 | 13 |
| | CLASSIFICATION C+ SOILS OF THE LOCAL AREA D+ WORLD SOIL | 01952 | 14 |
| | GROUP DISTRIBUTION E+ SOIL CONSERVATION ≥1+ RURAL ≥2+ | 01952 | 15 |
| | URBAN | 01952 | 16 |
| *SETTING | INDEPENDENT COLLEGE | 01952 | 10 |
| *MATERIALS | DEMONSTRATION MATERIALS, MAPS, CHARTS, AND PHOTOGRAPHS AS | 01952 | 5 |
| | REQUIRED. | 01952 | |
| *LEVEL | BLANK | 01952 | 8 |
| *GENERAL | SPECIALIST | 01952 | 7 |
| *HOURS | 1 HOUR 00 MIN. | 01952 | 6 |
| *EVALUATION | EXAMINE THE LESSON PLAN AND EXPERIMENTS FOR INCLUSION | 01952 | 21 |
| | OF THE DISCOVERY TECHNIQUE, APPROPRIATENESS FOR AGE-LEVEL | 01952 | 22 |
| | BEING TAUGHT, IMAGINIATION, INNOVATIONS, AND THOROUGHNESS | 01952 | 23 |
| | OF THE PLAN AND EXERCISE. | 01952 | 24 |
| *FILE | LESSON PLANNING DISCOVERY SOILS | 01952 | 9 |

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|---|---|---|---|
| *OBJECTIVES | THE OBJECTIVE OF THIS INDEPENDENT STUDY EXERCISE IS TO | 01953 | 17 |
| | SUMMARIZE AS MANY OF THE PREVIOUS CONCEPTS AS POSSIBLE. | 01953 | 18 |
| *PREREQUISITE | PREVIOUS MODULES AS REQUIRED. | 01953 | 19 |
| *EXPERIENCE | LISTEN TO THE DISCUSSION ON THE TAPE PLAYER AND VIEW THE | 01953 | 11 |
| | CORRELATED SLIDES ON THE GEOGRAPHY OF THE LOCAL AREA. THE | 01953 | 12 |
| | TAPE DISCUSSION AND SLIDES ARE TO BE A PRE-FIELD TRIP | 01953 | 13 |
| | BRIEFING AND LANDSCAPE INTERPRETATION FOR AN AERIAL FIELD | 01953 | 14 |
| | TRIP OF THE LOCAL AREA. FORU-PASSENGER, SINGLE ENGINE | 01953 | 15 |
| | AIRCRAFT WITH THE WING ABOVE ARE RECOMMENDED. | 01953 | 16 |
| *SETTING | INDEPENDENT COLLEGE | 01953 | 17 |
| *MATERIALS | FIELD TRIP BROCHURE AND LAP MAP OF THE AREA TO BE | 01953 | 5 |
| | TRAVERSED, AERIAL PHOTOGRAPHS AND TOPOGRAPHIC MAPS OF THE | 01953 | |
| | LOCAL AREA. | 01953 | |
| *LEVEL | BLANK | 01953 | 8 |
| *GENERAL | SPECIALIST | 01953 | 7 |
| *HOURS | 2 HOURS 14 MINS. | 01953 | 6 |
| *EVALUATION | SEE NEXT MODULE 1954 | 01953 | 21 |
| *FILE | FIELD TRIP DISCOVERY AERIAL FIELD TRIP | 01953 | 9 |

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|---|---|---|---|
| *OBJECTIVES | THE OBJECTIVE OF THIS INDEPENDENT STUDY EXERCISE IS TO | 01954 | 12 |
| | TEST THE STUDENTSS OBSERVATIONAL ABILITY FROM THE AERIAL | 01954 | 13 |
| | PERSPECTIVE. | 01954 | 14 |
| *PREREQUISITE | PREVIOUS MODULES AS REQUIRED. | 01954 | 15 |
| *EXPERIENCE | TAKE AN AERIAL FIELD TRIP AS PLANNED BY THE INSTRUCTOR. | 01954 | 11 |
| *SETTING | INDEPENDENT COMMUNITY | 01954 | 10 |
| *MATERIALS | AERIAL FIELD TRIP BROCHURE AND LAP MAP OF THE AREA TO BE | 01954 | 5 |
| | TRAVERSED. | 01954 | |

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*LEVEL      BLANK                                                    01954  8
*GENERAL    SPECIALIST                                               01954  7
*HOURS      1 HOUR 30 MINS.                                          01954  6
*EVALUATION WRITE A SUMMARY OF THE FEATURES OBSERVED ON THE AERIAL    01954 16
            FIELD TRIP.                                              01954 17
*FILE       AERIAL FIELD TRIP  DISCOVERY  FIELD TRIP                 01954  9
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# SOCIOLOGY

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|---|---|---|---|
| *OBJECTIVES | TO CONTRAST ARTISTIC WITH SOCIAL SCIENTIFIC PERSPECTIVES IN THE STUDY OF SOCIAL BEHAVIOR. | 01854 | 13<br>14 |
| *PREREQUISITE | NONE | 01854 | 15 |
| *EXPERIENCE | HAVE STUDENTS READ WILLIAM GOLDINGSS ESSAY [LOOKING FOR IMAGES], IN GOLDING, THE HOT GATES. | 01854 | 11<br>12 |
| *SETTING | LARGE GROUP COLLEGE | 01854 | 10 |
| *MATERIALS | WILLIAM GOLDING, THE HOT GATES ANCHOR 1967.<br>SCIENTIST AND ARTIST | 01854<br>01854 | 5 |
| *LEVEL | ALL GRADES | 01854 | 8 |
| *GENERAL | SPECIALIST | 01854 | 7 |
| *HOURS | 1/2 | 01854 | 6 |
| *EVALUATION | ASK STUDENTS TO CONTRAST THE OBJECTIVES OF GOLDING, THE ARTIST WITH PITT-RIVERS, THE SOCIAL SCIENTIST IN THEIR RESPECTIVE ACTIVITIES AT STONEHENGE. | 01854 | 16<br>17<br>18 |
| *FILE | SOCIOLOGICAL PERSPECTIVE SOCIOLOGY AND HUMANITIES | 01854 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO ILLUSTRATE DIFFERENCES BETWEEN INDIVIDUALISTIC AND SOCIAL STRUCTURAL PERSPECTIVES IN THE STUDY OF INTERPERSONAL RELATIONS. | 01855 | 18<br>19<br>20 |
| *PREREQUISITE | NONE | 01855 | 21 |
| *EXPERIENCE | 21. HAVE CLASS LISTEN TO TAPED LECTURE REGARDING CHINESE INDOCTRINATION OF AMERICAN PRISONERS OF WAR. 2MAJOR ROBERT MAYER. 22. HAVE THE CLASS READ EDGAR SCHEINSS ARTICLE ABOUT THE PRISONERS. 23. DISCUSS THE DIFFERENCES BETWEEN MAYERSS PSYCHIATRIC EXPLANATION AND SCHEINSS SOCIAL STRUCTURAL EXPLANATION OF WHY PRISONERS COLLABORATED WITH THE CHINESE IN LARGE NUMBERS. | 01855 | 11<br>12<br>13<br>14<br>15<br>16<br>17 |
| *SETTING | LARGE GROUP COLLEGE | 01855 | 10 |
| *MATERIALS | EDGAR H. SCHEIN, [THE CHINESE INDOCTRINATION PROGRAM FOR PRISONERS OF WAR. A STUDY OF ATTEMPTED BRAINWASHING.S] PSYCHIATRY, 1956 V.19 149-172 TAPED LECTURE DELIVERED TO GROUP OF GENERAL MOTORS EXECUTIVES<br>PRISONERS | 01855<br>01855<br>01855<br>01855 | 5 |
| *LEVEL | ALL GRADES | 01855 | 8 |
| *GENERAL | ALL CANDIDATES | 01855 | 7 |
| *HOURS | 3 | 01855 | 6 |
| *EVALUATION | STUDENTS CAN BE ASKED TO DISTINGUISH BETWEEN THE TWO PERSPECTIVES. | 01855<br>01855 | 22<br>23 |
| *FILE | SOCIOLOGICAL PERSPECTIVE INTERPERSONAL RELATIONS WAR | 01855 | 4 |

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|---|---|---|---|
| *OBJECTIVES | TO TEACH STUDENTS TO RECOGNIZE AND FORMULATE EMPIRICALLY TESTIBLE HYPOTHESES. | 01856 | 12<br>13 |
| *PREREQUISITE | NONE, ALTHOUGH COLLEGE ALGEBRA WOULD BE HELPFUL. | 01856 | 14 |
| *EXPERIENCE | ASSIGN TO STUDENTS [THE IMPERTINENT QUESTIONER: THE SCIENTISTSS GUIDE TO THE STATISTICIANS MIND] IN MILLER, DELBERT C. HANDBOOK OF RESEARCH DESIGN AND SOCIAL MEASUREMENT N.Y. DAVID MC KAY COMPANY, INC. 1964. DISCUSS THE NEED FOR, AND THE ACHIEVEMENT OF PRECISION IN THE FORMULATION OF QUESTIONS ABOUT SOCIAL BEHAVIOR. | 01856 | 11<br>12<br>13<br>14<br>15<br>16 |
| *SETTING | LARGE GROUP COLLEGE | 01856 | 10 |
| *MATERIALS | A SUFFICIENT NUMBER OF COPIES OF THE CHAPTER IN MILLER. | 01856 | 9 |
| *LEVEL | ALL GRADES | 01856 | 8 |
| *GENERAL | ALL CANDIDATES | 01856 | 7 |

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*HOURS          2                                                        01856  6
*EVALUATION     STUDENTS SHOULD BE ABLE TO DISTINGUISH BETWEEN TESTIBLE   01856 20
                AND UNTESTIBLE STATEMENTS IN A WRITTEN LIST OF MIXED     01856 21
                STATEMENTS.                                              01856 22
*FILE           CONCEPTS AND PROCEDURES  STATISTICAL AIDS  PRECISION     01856  9
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*OBJECTIVES     TO DISTINGUISH AMONG THE THREE MOST FREQUENTLY USED       01857 13
                (AVERAGES( USED IN SOCIAL SCIENCE.                       01857 14
*PREREQUISITE   1856                                                     01857 15
*EXPERIENCE     USING A HYPOTHETICAL RANGE OF DATA, EXPLAIN THE          01857 11
                CALCULATION OF A MEAN, A MEDIAN, AND A MODE.             01857 12
*SETTING        LARGE GROUP  COLLEGE                                     01857 10
*MATERIALS      BLANK                                                    01857  5
*LEVEL          ALL GRADES                                               01857  8
*GENERAL        SPECIALIST                                               01857  7
*HOURS          1                                                        01857  6
*EVALUATION     FOR EACH OF THE FOLLOWING, STUDENTS SHOULD BE ABLE TO    01857 16
                STATE WHETHER OR NOT EACH OF THE AVERAGES COULD BE       01857 17
                CALCULATED: SIZES OF FAMILIES, WINNER AND RUNNERS UP IN  01857 18
                BEAUTY CONTEST, PHYSICAL STRENGTH.                       01857 19
*FILE           CONCEPTS AND PROCEDURES  CENTRAL TENDENCY  CALCULATION   01857  9
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*OBJECTIVES     TO EMPHASIZE THE NECESSITY FOR PRECISE AND CLEARLY DEFINED01858 19
                TERMS IN SOCIAL INVESTIGATION.                           01858 20
*PREREQUISITE   READ (PROBLEMS AND TECHNIQUES OF SOCIOLOGY( IN           01858 21
                JAMES A. QUINN, SOCIOLOGY: A SYSTEMATIC ANALYSIS,        01858 22
                NEW YORK: J. B. LIPPINCOTT COMPANY, 1963, PP. 375-392.   01858 23
*EXPERIENCE     1. ASK STUDENTS IN CLASS TO WRITE DEFINITIONS OF (CRIME,( 01858 11
                AND (JUVENILE DELINQUENCY,( 2. AFTER STUDENTS HAVE       01858 12
                WRITTEN THEIR DEFINITIONS, ASK THEM THE FOLLOWING        01858 13
                QUESTION: (IS YOUR DEFINITION RESEARCHABLE, CAN IT BE    01858 14
                USED TO MEASURE CRIME AND DELINQUENCY, DOES IT POINT     01858 15
                DEFINITIVELY TO CONCRETE BEHAVIOR,( 3. DISTINGUISH BETWEEN01858 16
                NOMINAL AND OPERATIONAL DEFINITIONS.  DEFINE CRIME BOTH   01858 17
                WAYS.                                                    01858 18
*SETTING        LARGE GROUP  COLLEGE                                     01858 10
*MATERIALS      NONE                                                     01858  5
*LEVEL          ALL GRADES                                               01858  8
*GENERAL        SPECIALIST                                               01858  7
*HOURS          1/2                                                      01858  6
*EVALUATION     ASK STUDENTS TO WRITE NOMINAL AND OPERATIONAL DEFINITIONS 01858 24
                FOR LEMONADE AND INTELLIGENT PERSON.  EVALUATE FOR       01858 25
                CONCEPTUAL SOPHISTICATION                                01858 26
*FILE           CONCEPTS AND PROCEDURES  CONCEPTS  DEFINITIONS           01858  9
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*OBJECTIVES     TO INTRODUCE STUDENTS TO BASIC MEASUREMENT.               01859 18
*PREREQUISITE   NONE                                                     01859 19
*EXPERIENCE     DEFINE AND ILLUSTRATE THE WAYS IN WHICH SOCIOLOGICAL     01859 11
                OBSERVATIONS CAN BE QUANTIFIED.  ILLUSTRATE RATIO DATA BY01859 12
                USING FERTILITY TRENDS OR OTHER DEMOGRAPHIC DATA.        01859 13
                INTERVAL DATA BY USING RESULTS OF AN (OBJECTIVE COURSE   01859 14
                EXAM.  ORDINAL DATA BY USING PREVIOUS RESULTS OF         01859 15
                BOGARDUS QUESTIONNAIRE.  NOMINAL DATA BY USING SEX AND   01859 16
                RACE AS CATEGORIES.                                      01859 17
*SETTING        LARGE GROUP  COLLEGE                                     01859 10
*MATERIALS      NONE                                                     01859  5
*LEVEL          ALL GRADES                                               01859  8
*GENERAL        ALL CANDIDATES                                           01859  7
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*HOURS          2                                                    01859  6
*EVALUATION     STUDENTS SHOULD BE ABLE TO DRAW EXAMPLES OF SOCIAL   01859 20
                BEHAVIOR FROM (REAL LIFE( SITUATIONS TO ILLUSTRATE   01859 21
                POSSIBILITIES FOR DESCRIBING DATA IN TERMS OF THE FOUR01859 22
                TYPES OF MEASUREMENT.                                01859 23
*FILE           CONCEPTS AND PROCEDURES  MEASUREMENT  SCALEABLE DATA 01859  9
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*OBJECTIVES     TO DEMONSTRATE THE USES AND CHARACTERISTICS OF ORDINAL01860 15
                DATA.                                                01860 19
*PREREQUISITE   MODULE 1859                                          01860 20
*EXPERIENCE     USE PREVIOUS OBTAINED RESULTS OF BOGARDUS SOCIAL DISTANCE01860 11
                DATA TO DEMONSTRATE THE USES OF ORDINAL SCALES.  DESCRIBE01860 12
                ORDINAL DATA WITHIN THE CONTEXT OF THE OTHER MODES OF 01860 13
                QUANTIFICATION: NOMINAL, INTERVAL, AND RATIO DATA.   01860 14
                IDENTIFY THE CHARACTERISTICS AND USES OF THE VARIOUS KINDS01860 15
                OF DATA.  ASK STUDENTS TO SUGGEST OTHER EXAMPLES OF  01860 16
                SOCIAL BEHAVIOR WHICH CAN BE TREATED AS ORDINAL.     01860 17
*SETTING        LARGE GROUP                                          01860 10
*MATERIALS      PREVIOUSLY COMPLETED BOGARDUS SOCIAL DISTANCE        01860  5
                QUESTIONNAIRES.                                      01860
*LEVEL          ALL GRADES                                           01860  8
*GENERAL        ALL CANDIDATES                                       01860  7
*HOURS          1 1/2                                                01860  6
*EVALUATION     STUDENTS SHOULD BE ABLE TO REPORT SEVERAL EXAMPLES OF 01860 21
                SOCIAL BEHAVIOR WHICH CAN BE DESCRIBED IN TERMS OF ORDINAL01860 22
                MEASUREMENT.                                         01860 23
*FILE           CONCEPTS AND PROCEDURES  ORDINAL SCALES  SOCIAL DISTANCE 01860  9
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*OBJECTIVES     TO ILLUSTRATE THE POSSIBILITY OF PLAUSIBLE BUT SPURIOUS01861 20
                RELATIONSHIPS BETWEEN THE VARIABLES OF RELIGION AND FAMILY01861 21
                SIZE.                                                01861 22
*PREREQUISITE   MODULE 1856                                          01861 23
*EXPERIENCE     1. SHOW STUDENTS THAT FAMILY SIZE AMONG CATHOLICS IS 01861 11
                LARGER, ON AVERAGE, THAN THAT OF PROTESTANT FAMILIES WHEN01861 12
                UNMATCHED SAMPLES OF CATHOLICS AND PROTESTANTS ARE   01861 13
                COMPARED.  USE MEMBERS OF A LARGE CLASS OR SEVERAL   01861 14
                CLASSES.  2. ASK STUDENTS TO DEVELOP HYPOTHESES TO   01861 15
                ACCOUNT FOR THE DIFFERENCES. 3.  USE MATCHED SAMPLES BASED01861 16
                ON OCCUPATION.  4. NOTE WHETHER CATHOLIC-PROTESTANT  01861 17
                DIFFERENCES INCREASE OR DECREASE AS A RESULT OF      01861 18
                OCCUPATIONAL MATCHING.                               01861 19
*SETTING        BLANK                                                01861 10
*MATERIALS      1. DEMOGRAPHIC DATA CAN BE OBTAINED FROM RONALD FREEDMAN01861  5
                ET. AL., (SOCIOECONOMIC FACTORS IN FERTILITY( AMERICAN01861
                SOCIOLOGICAL REVIEW, 26 AUGUST 1961, PP 608-614.     01861
                MIMEOGRAPHED QUESTIONNAIRE ASKING THE STUDENTSS RELIGION01861
                AND FATHERSS OCCUPATION.                             01861
*LEVEL          ALL GRADES                                           01861  8
*GENERAL        SPECIALIST                                           01861  7
*HOURS          1                                                    01861  6
*EVALUATION     ASK STUDENTS TO FURNISH OTHER EXAMPLES OF PLAUSIBLE BUT 01861 24
                POSSIBLY SPURIOUS RELATIONSHIPS BETWEEN VARIABLES.   01861 25
                E.G., POVERTY AND CRIME, RACE AND CRIME, ETC.        01861 26
*FILE           CONCEPTS AND PROCEDURES  VARIABLES  CONTROL          01861  9
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*OBJECTIVES     TO ILLUSTRATE THE CONCEPT OF CORRELATION.            01862 14
*PREREQUISITE   MODULE 1861                                          01862 15
*EXPERIENCE     DESCRIBE THE MEANING OF COVARIATION,  ILLUSTRATE THE 01862 11
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|---|---|---|
| | CALCULATION OF A COEFFICIENT OF CORRELATION USING INCOME AND YEARS OF SCHOOLING OF THE PARENTS OF STUDENTS. | 01862 12<br>01862 13 |
| *SETTING | LARGE GROUP COLLEGE | 01862 10 |
| *MATERIALS | BLANK | 01862 5 |
| *LEVEL | ALL GRADES | 01862 8 |
| *GENERAL | ALL CANDIDATES | 01862 7 |
| *HOURS | 1 1/2 | 01862 6 |
| *EVALUATION | STUDENTS SHOULD BE ABLE TO THINK OF SEVERAL KINDS OF SOCIAL PHEOMENA WHICH COULD BE CORRELATED. CHECK ANSWERS FOR PLAUSIBILITY. | 01862 16<br>01862 17<br>01862 18 |
| *FILE | CONCEPTS AND PROCEDURES CORRELATION COEFFICIENT OF CORRELATION | 01862 9<br>01862 |

| | | |
|---|---|---|
| *OBJECTIVES | 1. TO DISTINGUISH RANK ORDER CORRELATION FROM A COEFFICIENT OF CORRELATION. 2. TO DISTINGUISH THE KINDS OF DATA APPROPRIATE TO THE TWO PROCEDURES. | 01863 18<br>01863 19<br>01863 20 |
| *PREREQUISITE | MODULE 1862 1859 | 01863 21 |
| *EXPERIENCE | ILLUSTRATE THE CALCULATION OF A RANK ORDER CORRELATION (RHO) WITH THE FOLLOWING DATA: 1. STUDENTS FATHERS NORTH-HATT OCCUPATIONAL RANK WITH EACH STUDENTS JUDGMENT OF WHETHER HIS FATHERS PRINCIPLE RECREATION WOULD BE CONSIDERED (UPPER CLASS,( (UPPER MIDDLE CLASS,( (LOWER MIDDLE CLASS,( (WORKING CLASS( OR (LOWER CLASS.( DESCRIBE THE RATIONALE FOR USING (RHO) INSTEAD OF (R) | 01863 11<br>01863 12<br>01863 13<br>01863 14<br>01863 15<br>01863 16<br>01863 17 |
| *SETTING | LARGE GROUP COLLEGE | 01863 10 |
| *MATERIALS | BLANK | 01863 5 |
| *LEVEL | ALL GRADES | 01863 8 |
| *GENERAL | SPECIALIST | 01863 7 |
| *HOURS | 2 | 01863 6 |
| *EVALUATION | 1. CALCULATE (RHO) WITH RANKED DATA. 2. BE ABLE TO DISTINGUISH DATA (ORDINAL AND INTERNAL, AND RATIO) APPROP. | 01863 22<br>01863 23 |
| *FILE | CONCEPTS AND PROCEDURES CORRELATION RANK ORDER CORRELATION | 01863 9<br>01863 |

| | | |
|---|---|---|
| *OBJECTIVES | THE EXPERIENCE SHOULD DEMONSTRATE THE DIFFERENCE BETWEEN QUANTITATIVE AND QUALITATIVE SOCIAL DATA | 01864 16<br>01864 17 |
| *PREREQUISITE | MODULES 1861, 1862, 1863 | 01864 18 |
| *EXPERIENCE | DESCRIBE ANY RECENT AND WELL PUBLICISED EXAMPLE OF CROWD BEHAVIOR. DISCUSS ASPECTS OF THE EXAMPLE WHICH COULD BE DESCRIBED QUANTITATIVELY AND ASPECTS WHICH COULD NOT BE QUANTIFIED. USE THE EXAMPLE TO DISTINGUISH BETWEEN QUANTITATIVE AND QUALITATIVE DATA. | 01864 14<br>01864 15<br>01864 16<br>01864 17 |
| *SETTING | BLANK | 01864 10 |
| *MATERIALS | NONE | 01864 5 |
| *LEVEL | ALL GRADES | 01864 8 |
| *GENERAL | ALL CANDIDATES | 01864 7 |
| *HOURS | 1 | 01864 6 |
| *EVALUATION | ASK STUDENTS TO ANALYZE A SIMILAR EXAMPLE OF CROWD BEHAVIOR. THEY SHOULD BE ABLE TO DESCRIBE, IN WRITING, ASPECTS WHICH CAN BE QUANTIFIED AND ASPECTS WHICH CANNOT BE QUANTIFIED. | 01864 19<br>01864 20<br>01864 21<br>01864 22 |
| *FILE | CONCEPTS AND PROCEDURES QUANTITATIVE AND QUALITATIVE DATA CROWD BEHAVIOR | 01864 9<br>01864 |

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|---|---|---|
| *OBJECTIVES | TO GIVE STUDENTS AN OPPORTUNITY TO APPLY THE CONCEPT TO THEIR OWN SOCIAL RELATIONSHIPS. | 01865 18<br>01865 19 |
| *PREREQUISITE | READ ROBERT K. MERTON, SOCIAL THEORY AND SOCIAL STRUCTURE 2ND ED. NEW YORK: THE FREE PRESS, INC © 1961. PP 368-384. | 01865 24<br>01865 25 |

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•EXPERIENCE   21• ASK STUDENTS TO LIST THE TEN MOST IMPORTANT CURRENT    01865 11
              RELATIONSHIPS MAKING UP THEIR STATUS SETS.  22• ASK EACH   01865 12
              OF THEM TO CHOOSE THE TWO RELATIONSHIPS FROM THE STATUS    01865 13
              SET WHICH ARE THE MOST DEMANDING UPON THEIR TIME AND       01865 14
              ENERGY.  23• ASK THEM TO DESCRIBE, IN CONCRETE DETAIL,     01865 15
              INSTANCES IN WHICH THE TWO RELATIONSHIPS COMPETE FOR THE   01865 16
              TIME AND ENERGY OF THE SUBJECT.                            01865 17
•SETTING      INDEPENDENT  COLLEGE                                       01865 18
•MATERIALS    NONE                                                       01865  5
•LEVEL        ALL GRADES                                                 01865  6
•GENERAL      ALL CANDIDATES                                             01865  7
•HOURS        1                                                          01865  8
•EVALUATION   DESCRIPTIONS OF ROLE SETS AND RESULTING CONFLICTING        01865 22
              DEMANDS UPON TIME AND ENERGY WRITTEN BY STUDENTS CAN BE     01865 23
              CHECKED FOR PLAUSIBILITY.                                  01865 24
•FILE         SOCIAL ORGANIZATION  STATUS-ROLE  STATUS SET               01865  9
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•OBJECTIVES   TO GIVE STUDENTS AN OPPORTUNITY TO APPLY THE CONCEPT OF    01866 14
              ROLE SET TO THEIR OWN EXPERIENCES.                         01866 15
•PREREQUISITE READ ROBERT MERTON - SEE MODULE 1865                       01866 16
•EXPERIENCE   ASK EACH STUDENT TO SELECT ONE OF THE TWO MOST IMPORTANT   01866 17
              STATUSES MAKING UP HIS STATUS SET.  HAVE HIM DESCRIBE THE  01866 18
              ROLE SET FOR THAT STATUS.  ASK HIM TO DESCRIBE, IN         01866 19
              CONCRETE DETAIL, INSTANCES IN WHICH TWO OR MORE OF THE     01866 20
              ROLES MAKE INCONSISTENT DEMANDS UPON HIM.                  01866 21
•SETTING      INDEPENDENT  COLLEGE                                       01866 13
•MATERIALS    NONE                                                       01866  5
•LEVEL        ALL GRADES                                                 01866  6
•GENERAL      BLANK                                                      01866  7
•HOURS        1/2                                                        01866  8
•EVALUATION   STUDENTS WRITTEN RESPONSES SHOULD BE CHECKED FOR           01866 24
              PLAUSIBILITY AND CORRECT USAGE OF THE CONCEPT.             01866 25
•FILE         SOCIAL ORGANIZATION  STATUS-ROLE  ROLE SET                 01866  9
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•OBJECTIVES   THE MODULE IS DESIGNED TO GIVE STUDENTS EXPERIENCE IN      01867 20
              CONCEPTUALIZING AND INVESTIGATING ROLE CONFLICT.           01867 21
•PREREQUISITE NONE                                                       01867 22
•EXPERIENCE   HAVE STUDENTS COMPLETE QUESTIONNAIRES COPIED FROM          01867 11
              STOUFFER'S STUDY OF CONFLICTING SOCIAL NORMS.  COMPLETE     01867 12
              ALL THREE QUESTIONNAIRES.  COLLECT THE COMPLETED            01867 13
              QUESTIONNAIRES.  AND HAVE ONE STUDENT READ THE RESULTS TO   01867 14
              ANOTHER STUDENT WHO WILL WRITE THE SCORES ON THE CHALK      01867 15
              BOARD FOR EACH OF THE THREE HYPOTHETICAL CONDITIONS.  LET   01867 16
              STUDENTS DISCOVER, IN THE RESULTING TABLE, THE SYSTEMATIC   01867 17
              CHANGES IN THE DEPENDENT VARIABLE [ACTION TAKEN] UNDER      01867 18
              THE THREE DIFFERENT CONDITIONS.                            01867 19
•SETTING      LARGE GROUP  COLLEGE                                       01867 10
•MATERIALS    MIMEOGRAPHED COPIES OF S.A. STOUFFER, [AN ANALYSIS OF      01867  5
              CONFLICTING SOCIAL NORMS,] AMERICAN SOCIOLOGICAL REVIEW.    01867
              1949 V.14 P 707-717.                                       01867
•LEVEL        ALL GRADES                                                 01867  6
•GENERAL      ALL CANDIDATES                                             01867  7
•HOURS        2                                                          01867  8
•EVALUATION   STUDENTS CAN BE ASKED TO WRITE OTHER EXAMPLES OF ROLE      01867 24
              CONFLICT WHICH COULD BE STUDIED IN A SIMILAR WAY.  CHECK    01867 25
              WRITTEN REPORTS FOR CONCEPTUAL SOPHISTICATION.             01867 26
•FILE         SOCIAL ORGANIZATION  ROLE CONFLICT  COLLEGE CHEATING       01867  9
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*OBJECTIVES    ≥1↑ TO FOCUS STUDENTS≤ ATTENTION UPON A CONTEMPORARY ROLE 01868 19
               INCONSISTENCY EXPERIENCED BY AMERICAN WOMEN.  ≥2↑ TO      01868 20
               STIMULATE DISCUSSION OF OTHER CONTEMPORARY ROLE CONFLICTS.01868 21
                                                                         01868 22
*PREREQUISITE  SHOULD HAVE READ KOMOROVSKY.
*EXPERIENCE    ASK WOMEN MEMBERS OF THE CLASS TO IDENTIFY CONTEMPORARY   01868 11
               BEHAVIORAL EXPECTATIONS OF FEMINISM AND OF EQUALITARIANISM01868 12
               ASK EACH STUDENT TO COMPARE HER OWN DESCRIPTION OF THE    01868 13
               ROLES WITH THOSE OF KOMOROSVKY.  ASK THE STUDENTS TO      01868 14
               REPORT THEIR OBSERVATIONS OF THE FEMININE-EQUALITARIAN     01868 15
               CONFLICT AS IT AFFECTS WOMEN GENERALLY, NOT THEIR OWN      01868 16
               PERSONAL EXPERIENCES.  DISCUSSING (GENERAL OBSERVATIONS(   01868 17
               IS LESS EMBARRASSING THAN DISCUSSING ONESS OWN EXPERIENCES 01868 18
                                                                         01868 10
*SETTING       INDEPENDENT  COLLEGE
*MATERIALS     MIRA KOMOROVSKY, WOMEN IN THE MODERN WORLD, BOSTON≤ LITTLE01868  5
               BROWN AND CO.≥ 1953.                                      01868
                                                                         01868  8
*LEVEL         ALL GRADES
*GENERAL       ALL CANDIDATES                                            01868  7
                                                                         01868  6
*HOURS         1
*EVALUATION    EACH STUDENT SHOULD BE ABLE TO REPORT SEVERAL INSTANCES    01868 23
               OF THE FEMININE-EQUALITARIAN CONFLICT.  HE MAY BE ASKED TO01868 24
               GIVE SIMMILAR EXAMPLES FROM OTHER TYPES OF MODERN, CHRONIC01868 25
               CONFLICT AREAS.                                           01868 26
*FILE          SOCIAL ORGANIZATION  ROLE CONFLICT  FEMININE EQUALITARIAN 01868  9
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*OBJECTIVES    THE MODULE IS DESIGNED TO GIVE STUDENTS EXPERIENCE IN THE 01869 15
               COLLECTION AND ORGANIZATION OF DATA.                      01869 16
*PREREQUISITE  ANY CHAPTER ON FORMAL ORGANIZATIONS TO BE FOUND IN TEXTS  01869 17
               ON INDUSTRIAL OR ORGANIZATIONAL SOCIOLOGY.                01869 18
*EXPERIENCE    ASSIGN SMALL RESEARCH GROUPS ≥3 TO 5↑ TO ELEMENTARY SCHOOL01869 11
               INSTRUCT THEM TO VIEW THE SCHOOL AS A (FORMAL             01869 12
               ORGANIZATION8( AND TO DESCRIBE IT IN TERMS OF THE RELEVANT01869 13
               STATUSES.                                                 01869 14
                                                                         01869 10
*SETTING       SMALL GROUP ≥1-12 STUDENTS↑  SCHOOL
*MATERIALS     NONE                                                      01869  5
                                                                         01869  8
*LVEVL         ALL GRADES
*GENERAL       ALL CANDIDATES                                            01869  7
                                                                         01869  6
*HOURS         3
*EVALUATION    1. ASK EACH MEMBER OF THE RESEARCH GROUP TO DRAW AN       01869 19
               ORGANIZATIONAL CHART OF THE SUBJECT SCHOOL.  2. ASK THE   01869 20
               ENTIRE GROUP TO EXPLAIN ANY DISCREPANCIES AMONG THE CHARTS01869 21
               EVALUATE THE CHARTS FOR PLAUSIBILITY.                     01869 22
*FILE          SOCIAL ORGANIZATION  ORGANIZATIONS  ELEMENTARY SCHOOL     01869  9
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*OBJECTIVES    THE EXPERIENCE IS DESIGNED TO GIVE STUDENTS PROCTICE IN   01870 16
               FIELD OBSERVATION.                                        01870 17
*PREREQUISITE  INSTRUCTOR SHOULD FURNISH CLEAR DEFINATIONS OF (FORMAL(   01870 18
               (CATEGORICAL( AND (INFORMAL BEHAVIOR( SO THAT INDIVIDUAL  01870 19
               STUDENTS WILL SHARE A FRAME OF REFERENCE.                 01870 20
*EXPERIENCE    ASSIGN INDIVIDUAL STUDENTS TO OBSERVE PLAYGROUN BEHAVIOR  01870 11
               OF ELEMENTARY SCHOOL PUPILS.  ASK EACH STUDENT TO DESCRIBE01870 12
               BEHAVIOR WHICH IS ≥1↑ FORMAL ≥EG SCHOOL RULES↑ ≥2↑        01870 13
               CATEGORICAL ≥IE WITH RESPECT TO SEX, RACE, AGE, AND GRADE↑01870 14
               OR ≥3↑ INFORMAL ≥IE, CRESSIVE AND LOCAL↑                  01870 15
                                                                         01870 10
*SETTING       INDEPENDENT  SCHOOL
*MATERIALS     NONE                                                      01870  5
                                                                         01870  8
*LEVEL         ALL GRADES
*GENERAL       ALL CANDIDATES                                            01870  7
                                                                         01870  6
*HOURS         3
*EVALUATION    ASK STUDENTS TO GIVE EXAMPLES OF EACH OF THE FORMS OF     01870 21
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|---|---|---|
| | BEHAVIOR ORALLY. EVALUATE FOR PLAUSIBILITY. | 01870 22 |
| *FILE | METHODOLOGY FIELD OBSERVATION SCHOOL PLAYGROUND | 01870 9 |

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|---|---|---|
| *OBJECTIVES | THE MODULE WILL GIVE STUDENTS AN OPPORTUNITY TO OBSERVE | 01871 19 |
| | THE ATTITUDINAL CONSEQUENCES OF DIFFERENT STYLES OF | 01871 20 |
| | LEADERSHIP. | 01871 21 |
| *PREREQUISITE | STUDENTS SHOULD HAVE READ FLEISHMANSS DISCUSSION OF THE | 01871 22 |
| | SUPERVISORY BEHAVIOR DESCRIPTIONS, VERY CAREFULLY. | 01871 23 |
| *EXPERIENCE | DIVIDE MEMBERS OF THE CLASS INTO RESEARCH GROUPS | 01871 11 |
| | CONSISTING OF THREE TO FIVE MEMBERS HAVE EACH GROUP | 01871 12 |
| | SELECT A WORK GROUP, THE MEMBERS OF WHICH SHARE THE SAME | 01871 13 |
| | SUPERVISOR. SUPPLY EACH GROUP WITH ENOUGH COPIES OF (A | 01871 14 |
| | LEADER BEHAVIOR DESCRIPTION FOR INDUSTRY( FOR EACH MEMBER | 01871 15 |
| | OF THE ORGANIZATION SELECTED FOR STUDY. ASK EACH GROUP TO | 01871 16 |
| | DESCRIBE THE PROFILE OF THE RELEVANT LEADER TO THE | 01871 17 |
| | ASSEMBLED CLASS. | 01871 18 |
| *SETTING | OTHER (SPECIFY, COMB SMALL + LARGE GROUPS | 01871 10 |
| *MATERIALS | THE (LEAD BEHAVIOR DESCRIPTION( IS FOUND IN RALPH M. | 01871 5 |
| | STOGDILL AND ALVIN E. COONS (EDS+ LEADER BEHAVIOR+ ITS | 01871 |
| | DESCRIPTION AND BUREAU OF BUSINESS RESEARCH+ OHIO STATE | 01871 |
| | UNIVERSITY, 1957, PP. 103-109. | 01871 |
| *LEVEL | ALL GRADES | 01871 6 |
| *GENERAL | ALL CANDIDATES | 01871 7 |
| *HOURS | 4 | 01871 8 |
| *EVALUATION | THE LEADER PROFILES DERIVED BY EACH RESEARCH GROUP CAN BE | 01871 24 |
| | CHECKED AGAINST FLEISHMANS SCORING INSTRUCTIONS. | 01871 25 |
| *FILE | SOCIAL ORGANIZATION INTERGROUP RELATIONS SUPERVISORY | 01871 1 |
| | BEHAVIOR | 01871 |

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|---|---|---|
| *OBJECTIVES | TO GIVE STUDENTS A FIRST HAND COMPARATIVE VIEW OF THE | 01872 25 |
| | DIMENSIONS OF GROUPS. | 01872 26 |
| *PREREQUISITE | STUDENTS SHOULD HAVE READ HILLERSS DISCUSSION OF | 01872 27 |
| | HEMPHILLSS INDEX VERY CAREFULLY. | 01872 28 |
| *EXPERIENCE | ASK SMALL GROUPS OF STUDENTS (RESEARCH TEAMS+ TO SELECT | 01872 13 |
| | LOCAL ORGANIZATIONS OF THEIR CHOICE. THE ORGANIZTION MAY | 01872 14 |
| | BE A UNION LOCAL, A BOY SCOUT TROUP, A FRATERNITY, A | 01872 15 |
| | SORORITY, ETC. THE SELECTED ORGANIZATION SHOULD BE SMALL | 01872 16 |
| | ENOUGH AND ACTIVE ENOUGH SO THAT MOST OF THE | 01872 17 |
| | ORGANIZATIONSS ACTIVE MEMBERS CAN BE LOCATED AND ASKED TO | 01872 18 |
| | COMPLETE QUESTIONNAIRES. RESEARCH TEAMS THEN CONTACT AS | 01872 19 |
| | MANY ORGANIZATION MEMBERS AS POSSIBLE AND ASK THEM TO | 01872 20 |
| | COMPLETE MIMEOGRAPHED COPIES OF HEMPHILLSS INDEX OF GROUP | 01872 21 |
| | DIMENSIONS. INSTRUCTOR THEN SCORES THE FINDINGS OF TWO | 01872 22 |
| | RESEARCH GROUPS AND COMPARES THEM ACCORDING TO THE | 01872 23 |
| | CATEGORIES PROVIDED BY HEMPHILL. (HEMPHILLSS INDEX IS | 01872 24 |
| | FOUND IN DELBER C. MILLER,HANDBOOK OF RESEARCH DESIGN, | 01872 25 |
| | N.Y.+ MCKAY CO., 1964, PP. 123-130.) | 01872 26 |
| *SETTING | SMALL GROUP (1-12 STUDENTS+ COMMUNITY | 01872 10 |
| *MATERIALS | BLANK | 01872 5 |
| *LEVEL | ALL GRADES | 01872 6 |
| *GENERAL | ALL CANDIDATES | 01872 7 |
| *HOURS | 7 | 01872 8 |
| *EVALUATION | THE FINDINGS OF THE REMAINING RESEARCH TEAMS SHOULD BE | 01872 29 |
| | ANALYZED BY THE STUDENTS THEMSELVES. STUDENTSS ANALYSES | 01872 30 |
| | CAN BE EVALUATED AGAINST THE OBJECTIVES STATED BY HEMPHILL | 01872 31 |
| *FILE | SOCIAL ORGANIZATION GROUP DIMENSIONS HEMPHILLSS INDEX | 01872 4 |

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| •OBJECTIVES | TO GIVE STUDENTS AN OPPORTUNITY TO EXPLORE, FIRST HAND, | 01873 | 24 |
| | SOME CHARACTERISTICS OF GROUP MORALE &COHESIVENESS, AND TO | 01873 | 25 |
| | COMPARE THEIR CONCLUSIONS WITH THOSE REGARDING OTHER | 01873 | 26 |
| | GROUPS. | 01873 | 27 |
| •PREREQUISTIE | READ, CAREFULLY, MILLER&S DISCUSSION OF SEASHORES | 01873 | 28 |
| | COHESIVENESS INDEX. | 01873 | 29 |
| •EXPERIENCE | DIVIDE THE CLASS INTO RESEARCH TEAMS OF THREE TO FIVE | 01873 | 11 |
| | MEMBERS. DESCRIBE THE SEASHORE GROUP COHESIVENESS INDEX | 01873 | 12 |
| | TO THIS CLASS; STATE THE PURPOSE AND DESCRIBE THE | 01873 | 13 |
| | PROCEDURES FOR ADMINISTERING THE QUESTIONNAIRE. HAVE THE | 01873 | 14 |
| | RESEARCH TEAMS SELECT EASILY IDENTIFIABLE WORK GROUPS | 01873 | 15 |
| | SUCH AS RESTAURANT STAFFS, BOOKSTORE STAFFS, ETC. THUS | 01873 | 16 |
| | THE STUDENTS ADMINISTER THE QUESTIONNAIRES TO AS MANY | 01873 | 17 |
| | MEMBERS OF THE RESEARCH GROUPS AS THEY CAN CONTACT. | 01873 | 18 |
| | CAUTION THE RESEARCH TEAMS TO SECURE THE PERMISSION OF | 01873 | 19 |
| | MANAGERS AS WELL AS THE WORKERS. STUDENTS REPORT THEIR | 01873 | 20 |
| | ANALYSES AS COHESION FOR EACH OF THE GROUPS. REPORTS CAN | 01873 | 21 |
| | BE ORALLY PRESENTED TO THE ENTIRE CLASS IF RESPONDENT | 01873 | 22 |
| | ANONYMITY CAN BE MAINTAINED. | 01873 | 23 |
| •SETTING | SMALL GROUP &1-12 STUDENTS, COLLEGE | 01873 | 10 |
| •MATERIALS | [SEASHORES GROUP COHESIVENESS INDEX] IN D. C. MILLER, | 01873 | 5 |
| | HANDBOOK OF RESEARCH DESIGN. | 01873 | |
| •LEVEL | ALL GRADES | 01873 | 8 |
| •GENERAL | ALL CANDIDATES | 01873 | 7 |
| •HOURS | 3 | 01873 | 6 |
| •EVALUATION | STUDENT REPORTS CAN BE CHECKED AGAINST THE STED OBJECTIVES | 01873 | 30 |
| | OF THE SEASHORE TEST. | 01873 | 31 |
| •FILE | SOCIAL ORGANIZATION INTRAGROUP RELATIONS GROUP | 01873 | 9 |
| | COHESIVENESS | 01873 | |

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|---|---|---|---|
| •OBJECTIVES | THE OBJECTIVE IS TO ILLUSTRATE SOCIOECONOMIC DIFFERENCES | 01874 | 23 |
| | IN ATTITUDE FORMATIVE | 01874 | 24 |
| •PREREQUISITE | STUDENTS SHOULD HAVE BECOME FAMILIAR WITH THE FESSLER | 01874 | 25 |
| | QUESTIONNAIRE. | 01874 | 26 |
| •EXPERIENCE | DIVIDE THE CLASS INTO FIVE RESEARCH TEAMS. SUPPLY EACH | 01874 | 11 |
| | TEAM WITH TWO QUESTIONNAIRES PER MEMBER. &COMMUNITY | 01874 | 12 |
| | SOLIDARITY INDEX SCHEDULE, DONALD H. FESSLER, IN D. C. | 01874 | 13 |
| | MILLER, HANDBOOK OF RESEARCH DESIGN AND SOCIAL | 01874 | 14 |
| | MEASUREMENT&. TEAM #1 IS INSTRUCTED TO ADMINISTER THE | 01874 | 15 |
| | QUESTIONNAIRE TO FEE TAKING PROFESSIONALS, TEAM #2 TO | 01874 | 16 |
| | BANK VICE PRESIDENTS, TEAM #3 TO SMALL BUSINESS | 01874 | 17 |
| | OWNER-OPERATORS, TEAM #4 TO SKILLED WORKERS, TEAM #5 TO | 01874 | 18 |
| | UNSKILLED MANUAL WORKERS. ASK EACH TEAM TO SCORE ITS | 01874 | 19 |
| | QUESTIONNAIRES. LIST RESULTS OF ALL TEAMS ON CHALK BOARD. | 01874 | 20 |
| | DISCUSS ANY APPARENT DIFFERENCES IN SCORES FOUND AMONG THE | 01874 | 21 |
| | VARIOUS OCCUPATIONAL LEVELS. | 01874 | 22 |
| •SETTING | | 01874 | 10 |
| •MATERIALS | MIMEOGRAPHED COPIES OF THE FESSLER QUESTIONNAIRE. | 01874 | 5 |
| •LEVEL | ALL GRADES | 01874 | 8 |
| •GENERAL | ALL CANDIDATES | 01874 | 7 |
| •HOURS | 4 | 01874 | 6 |
| •EVALUATION | EACH STUDENT SHOULD BE ABLE TO DESCRIBE SYSTEMATIC | 01874 | 27 |
| | DIFFERENCES FOUND AMONG THE VARIOUS STRATA. EVALUATE | 01874 | 28 |
| | THEIR ANSWER FOR PLAUSIBILITY. | 01874 | 29 |
| •FILE | SOCIAL ORGANIZATION COMMUNITY SOLIDARITY SOLIDARITY INDEX | 01874 | 9 |

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|---|---|---|---|
| •OBJECTIVES | TO GIVE STUDENTS AN OPPORTUNITY TO COMPARE SUB-CULTURAL | 01875 | 19 |
| | REPUTATION WITH SUBCULTURAL ACTIVITY. | 01875 | 20 |
| •PREREQUISITE | STUDENTS SHOULD BE FAMILIAR WITH THE CONCEPT OF INFORMAL | 01875 | 21 |
| | ORGANIZATION, AS DISCUSSED IN ANY ONE OF SEVERAL | 01875 | 22 |

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|---|---|---|---|
| | INDUSTRIAL SOCIOLOGY TEXTBOOKS. | 01875 | 23 |
| *EXPERIENCE | 21* ASK EACH STUDENT TO LIST FIVE OF THE MOST FREQUENTLY | 01875 | 11 |
| | HEARD STEREOTYPED TERMS USED LOCALLY TO DESCRIBE CAMPUS | 01875 | 12 |
| | SUBCULTURES. 22* ASK EACH STUDENT TO DESCRIBE BRIEFLY THE | 01875 | 13 |
| | ALLEGED CHARACTERISTICS OF EACH OF THE FIVE. 23* ASK EACH | 01875 | 14 |
| | STUDENT TO SELECT ONE (REPRESENTATIVE) MEMBER OF ONE OF | 01875 | 15 |
| | THE SUBCULTURES FOR ONE LONG OR SEVERAL SHORTER | 01875 | 16 |
| | INTERVIEWS. THE INTERVIEWS SHOULD BE FOCUSED UPON AREAS | 01875 | 17 |
| | WHICH WOULD SUPPORT OR DENY THE TRUTH OF THE STEREOTYPE. | 01875 | 18 |
| *SETTING | INDEPENDENT COLLEGE | 01875 | 10 |
| *MATERIALS | NONE | 01875 | 5 |
| *LEVEL | ALL GRADES | 01875 | 8 |
| *GENERAL | ALL CANDIDATES | 01875 | 7 |
| *HOURS | 2 | 01875 | 6 |
| *EVALUATION | STUDENT WRITES A COMPARISON BETWEEN WHAT SEEMS TO BE THE | 01875 | 24 |
| | REPUTATION OF A CATEGORY OF STUDENTS AND GENUINE | 01875 | 25 |
| | CHARACTERISTICS OF THE SUBCULTURE. THE REPORT SHOULD BE | 01875 | 26 |
| | CHECKED FOR PLAUSIBILITY. | 01875 | 27 |
| *FILE | SOCIAL ORGANIZATION SUB CULTURE CAMPUS GROUPS | 01875 | 9 |

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| *OBJECTIVES | TO ILLUSTRATE THE ROLE OF POPULAR (CULTURE) IN THE | 01876 | 17 |
| | MAINTENANCE OF INTERGROUP ATTITUDES. | 01876 | 18 |
| *PREREQUISITE | NONE | 01876 | 19 |
| *EXPERIENCE | SECURE A PRINT OF THE 1948 MOTION PICTURE, BIRTH OF THE | 01876 | 11 |
| | BLUES, STARRING BING CROSBY AND ROCHESTER, (UNIVERSAL | 01876 | 12 |
| | INTERNATIONAL). SHOW THE MOVIE IN CLASS. DISCUSS THE IMAGE | 01876 | 13 |
| | OF AMERICAN NEGROES WHICH THE STORY EXPRESSES. | 01876 | 14 |
| | ILLUSTRATE, FROM SCENES IN THE PICTURE, THE EXPRESSED | 01876 | 15 |
| | VIEW OF NEGRO INTELLECT AND CHARACTER. | 01876 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 01876 | 10 |
| *MATERIALS | A PRINT OF THE MOVIE, BIRTH OF THE BLUES. | 01876 | 5 |
| *LEVEL | ALL GRADES | 01876 | 8 |
| *GENERAL | ALL CANDIDATES | 01876 | 7 |
| *HOURS | 2 | 01876 | 6 |
| *EVALUATION | ASK STUDENTS TO DESCRIBE SCENES, NOT ALREADY DESCRIBED BY | 01876 | 20 |
| | THE INSTRUCTOR FROM THE PICTURE WHICH PROJECTS A | 01876 | 21 |
| | STEREOTYPED IMAGE OF AMERICAN NEGROES. EVALUATE FOR GRASP | 01876 | 22 |
| | OF THE CONCEPT. | 01876 | 23 |
| *FILE | SOCIAL ORGANIZATION INTERETHNIC ATTITUDES ROLE OF POP | 01876 | 9 |
| | CULTURE | 01876 | |

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|---|---|---|---|
| *OBJECTIVES | TO ILLUSTRATE RECENT CHANGES IN THE WAY MINORITY GROUPS | 01877 | 17 |
| | ARE PRESENTED IN POPULAR AMERICAN CULTURE. | 01877 | 18 |
| *PREREQUISITE | MODULE 1876 | 01877 | 19 |
| *EXPERIENCE | SHOW THE FILM GUESS WHOSS COMING TO DINNER. ASK STUDENTS | 01877 | 11 |
| | TO COMPARE THE IMAGE OF AMERICAN NEGROES IN THE OLD BIRTH | 01877 | 12 |
| | OF THE BLUES WITH THAT PROJECTED IN GUESS WHOSS COMING | 01877 | 13 |
| | TO DINNER. BY WAY OF STIMULATION THE INSTRUCTOR CAN | 01877 | 14 |
| | DISCUSS ONE OR TWO SCENES. ASK STUDENTS TO WRITE BRIEF | 01877 | 15 |
| | ANALYSES. | 01877 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 01877 | 10 |
| *MATERIALS | A PRINT OF THE MOTION PICTURE. IF IT IS NOT AVAILABLE, | 01877 | 5 |
| | NUMEROUS MODERN MOVIES WITH ETHNIC THEMES PROBABLY WILL | 01877 | |
| | BE AVAILABLE. | 01877 | |
| *LEVEL | ALL GRADES | 01877 | 8 |
| *GENERAL | ALL CANDIDATES | 01877 | 7 |
| *HOURS | 2 | 01877 | 6 |
| *EVALUATION | CHECK STUDENTSS WRITTEN REPORTS FOR APPROPRITENESS OF | 01877 | 20 |
| | SELECTION OF SCENES TO ILLUSTRATE CHANGES. | 01877 | 21 |

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| *FILE | SOCIAL ORGANIZATION INTERETHNIC ATTITUDES POPULAR CULTURE | 01877 9<br>01877 |
| *OBJECTIVES | TO GIVE STUDENTS EXPERIENCE WITH THE STUDY OF RELIGION AS A FACTOR IN DEMOGRAPHIC TRENDS. | 01876 21<br>01876 22 |
| *PREREQUISITE | ELEMENTARY KNOWLEDGE OF CORRELATION TECHNIQUES. | 01876 23 |
| *EXPERIENCE | HAVE EACH OF THE STUDENTS IN A LARGE CLASS COMPLETE THE [RELIGIOUS AND SOCIAL CLASS DIFFERENCES IN FERTILITY[ REPORT FOUND IN MURRAY A. STRAUS AND JOE I. NELSON, SOCIOLOGICAL ANALYSIS, N. Y.: HARPER AND ROW, 1968, PP. 321-323. TABULATE RESPONSES ACCORDING TO THE FORM ON PAGE 223. COMPARE THE RESULTING FIGURES WITH THOSE BASED UPON A NATIONAL SAMPLE. THE LATTER WILL BE FOUND IN RONALD FREEDMAN ET AL, [SOCIOECONOMIC FACTORS IN RELIGIOUS DIFFERENTIALS IN FERTILITY,[ AMERICAN SOCIOLOGICAL REVIEW, AUGUST, 1961, PP. 608-614. | 01876 11<br>01876 12<br>01876 13<br>01876 14<br>01876 15<br>01876 16<br>01876 17<br>01876 18<br>01876 19<br>01876 20 |
| *SETTING | LARGE GROUP COLLEGE | 01876 10 |
| *MATERIALS | MIMEOGRAPHED QUESTIONNAIRES FROM STRAUS AND NELSON. | 01876 5 |
| *LEVEL | ALL GRADES | 01876 8 |
| *GENERAL | ALL CANDIDATES | 01876 7 |
| *HOURS | 1 1/2 | 01876 6 |
| *EVALUATION | ASK STUDENTS TO WRITE A SHORT PAPER IN WHICH THEY SUGGEST EXPLANATIONS FOR THE OBTAINED RELATIONSHIPS. CHECK FOR THEORETICAL SOPHISTICATION. | 01876 24<br>01876 25<br>01876 26 |
| *FILE | SOCIAL ORGANIZATION RELIGION AND FAMILY FAMILY SIZE | 01876 9 |

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|---|---|---|
| *OBJECTIVES | TO GIVE STUDENTS AN OPPORTUNITY TO INVESTIGATE EMPIRACALLY RELATIONSHIPS BETWEEN RELIGION AND LEVEL OF ASPIRATION | 01879 21<br>01879 22 |
| *PREREQUISITE | EXPERIENCE WITH MODULE 1878 | 01879 23 |
| *EXPERIENCE | SECURE THE COOPERATION OF AN ELEMENTARY SCHOOL PRINCIPAL AND TEACHERS. DIVIDE THE COLLEGE CLASS INTO AS MANY TEAMS AS THERE ARE HOME ROOMS IN THE COOPERATING ELEMENTARY SCHOOL. ASSIGN EACH TEAM TO ONE CLASSROOM. HAVE EACH TEAM TO ONE CLASSROOM. HAVE EACH TEAM ASK EACH PUPIL WHAT CHURCH HE ATTENDS AND HOW MANY CHILDREN HE WANTS WHEN HE GROWS UP. EACH RESEARCH TEAM IS TO KEEP A RECORD OF EACH STUDENTSS RESPONSES. ASK STUDENTS TO CHECK FOR APPARENT DIFFERENCES IN ASPIRATION AS THESE MIGHT BE RELATED TO RELIGIOUS MEMBERSHIP. | 01879 11<br>01879 12<br>01879 13<br>01879 14<br>01879 15<br>01879 16<br>01879 17<br>01879 18<br>01879 19<br>01879 20 |
| *SETTING | SMALL GROUP 21-12 STUDENTS' SCHOOL | 01879 10 |
| *MATERIALS | BLANK | 01879 5 |
| *LEVEL | ALL GRADES | 01879 8 |
| *GENERAL | ALL CANDIDATES | 01879 7 |
| *HOURS | 3 | 01879 6 |
| *EVALUATION | ASK STUDENTS TO WRITE INTERPRETATIONS OF ANY OBTAINED DIFFERENCES. CHECK FOR PLAUSIBILITY | 01879 24<br>01879 25 |
| *FILE | SOCIAL ORGANIZATION RELIGIOUS BACKGROUND [IDEAL FAMILY[ | 01879 9 |

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|---|---|---|
| *OBJECTIVES | IF CLASS IS LARGE AND HETEROGENOUS, THE DEMONSTRATION MAY BE USED TO DEMONSTRATE PATTERNS OF POLITICAL LOYALTY AS THEY ARE RELATED TO OCCUPATIONAL STATUS. | 01880 24<br>01880 25<br>01880 26 |
| *PREREQUISITE | NONE | 01880 27 |
| *EXPERIENCE | ASK EACH STUDENT TO LOCATE AND WRITE ON A PIECE OF PAPER THE OCCUPATION ON THE NORTH-HATT SCALE WHICH IS MOST LIKE THAT OF HIS FATHERSS JOB. NEXT THE STUDENT, ON THE BASIS OF HIS OWN EXPERIENCE, SHOULD WRITE ON THE SLIP OF PAPER WHETHER OR NOT HIS FATHER ORDINARILY VOTES OR FAVORS DEMOCRATIC, REPUBLICAN, INDEPENDENT, OR OTHER POLITICAL | 01880 11<br>01880 12<br>01880 13<br>01880 14<br>01880 15<br>01880 16 |

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                CANDIDATES.  COLLECT THE SLIPS OF PAPER AND DISCARD THE      01880 17
                SLIPS WHICH CONTAIN (INDEPENDENT) AND (OTHER) NOTATIONS.     01880 18
                IF THE CLASS IS VERY LARGE DISCARD SLIPS WHICH INDICATE      01880 19
                OCCUPATIONS WHICH RANK LOWER THAN 80. OR HIGHER THAN 20.     01880 20
                CALCULATE ON THE CHALK BOARD DEMOCRATIC/REPUBLICAN RATIOS    01880 21
                FOR HIGH OCCUPATIONAL RANK (ABOVE 80) AND FOR LOW RANK       01880 22
                (BELOW 20).                                                  01880 23
*SETTING        LARGE GROUP  COLLEGE                                         01880 13
*MATERIALS      BLANK                                                        01880  5
*LEVEL          ALL GRADES                                                   01880  6
*GENERAL        ALL CANDIDATES                                               01880  7
*HOURS          1                                                            01880  8
*EVALUATION     STUDENT SHOULD BE ABLE TO IDENTIFY THE TWO VARIABLES OF       01880 28
                (OCCUPATIONAL STATUS) AND (POLITICAL PREFERENCE.)  HE        01880 29
                SHOULD BE ABLE TO PROPOSE PLAUSIBLE HYPOTHESES OF THE        01880 30
                RELATIONSHIPS BETWEEN THE VARIABLES.                         01880 31
*FILE           SOCIAL ORGANIZATION  STATUS AND ATTITUDES  POLITICAL         01880  9
                PREFERENCE                                                   01880
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*OBJECTIVES     TO STIMULATE STUDENTS TO DISCOVER POSSIBLE RELATIONSHIPS      01881 23
                BETWEEN SOCIOECONOMIC STATUS AND BELIEFS ABOUT WHAT A        01881 24
                COMMUNITY OUGHT TO BE.                                       01881 25
*PREREQUISITE   STUDENTS SHOULD BE FAMILIAR WITH WILLENGA DISCUSSION OF      01881 26
                BUSINESS COMMUNITY ATTITUDE SCALE. SEE PP. 198-199.          01881 27
*PROCEDURE      1. DIVIDE THE CLASS INTO FIVE RESEARCH TEAMS.  2. FURNISH    01881 11
                EACH TEAM WITH FIVE QUESTIONNAIRES ENTITLED COMMUNITY        01881 12
                ATTITUDE SCALE BY CLAUD A. BUSHORTH FOUND IN                 01881 13
                DELBERT C. MILLER, HANDBOOK OF RESEARCH DESIGN AND           01881 14
                SOCIAL MEASUREMENTS.  3. ASK ONE RESEARCH TEAM TO            01881 15
                ADMINISTER THE QUESTIONNAIRE TO MEMBERS OF LOCALLY           01881 16
                RECOGNIZED ELITE ORGANIZATIONS.  (THE LOCAL COUNTRY CLUB)    01881 17
                ASK ANOTHER TO BE SAME WITH MEMBERS OF LIONS, ROTARY, OR     01881 18
                (EACH OF CLUBS ANOTHER WITH PTA MEMBERS AND BOY SCOUT        01881 19
                ADULT VOLUNTEERS. A FOURTH WITH MEMBERS OF LABOR UNIONS      01881 20
                AND (OTHER BIG LOCAL) MEMBERS AND A FIFTH WITH PARENTS OF    01881 21
                CHILDREN WHO USE FACILITIES OF VOLUNTARY ORGANIZATIONS       01881 22
                SUCH AS SALVATION ARMY.  DISCUSS DIFFERENCES IN ATTITUDE     01881 23
                SCORES IN TERMS OF SOCIOECONOMIC STATUS OF RESPONDENTS.      01881 24
*SETTING        BLANK                                                        01881 10
*MATERIALS      BLANK                                                        01881  5
*LEVEL          ALL GRADES                                                   01881  6
*GENERAL        ALL CANDIDATES                                               01881  7
*HOURS          4                                                            01881  8
*EVALUATION     STUDENTS SHOULD BE ABLE TO (1) SUGGEST PLAUSIBLE             01881 30
                EXPLANATIONS OF ANY APPARENT RELATIONSHIPS BETWEEN           01881 31
                ATTITUDE SCORES AND COMMUNITY PRESTIGE OF THE ORGANIZATION   01881 32
                MEMBERSHIPS OF RESPONDENTS, AND (2) DESCRIBE SOME OF THE     01881 33
                MOST IMPORTANT LIMITATIONS OF THE PROCEDURE.                 01881 34
*FILE           SOCIAL ORGANIZATION  COMMUNITY ATTITUDES                     01881  9
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*OBJECTIVES     TO EXERCISE GIVE STUDENTS OPPORTUNITIES TO EXPLORE SOCIAL    01882 18
                VARIABLES IN ATTITUDE FORMATION.                             01882 19
*PREREQUISITE   MODULE # 1881                                                01882 20
*EXPERIENCE     REPEAT THE PROCEDURE DESCRIBED IN MODULE 1881, BUT WITH      01882 11
                ONE EXCEPTION.  INSTEAD OF SELECTING RESPONDENTS ACCORDING   01882 12
                TO ORGANIZATION MEMBERSHIPS, SELECT THEM ACCORDING TO        01882 13
                ETHNIC MEMBERSHIP.  (THIS STRATIFIED SELECTION OF            01882 14
                RESPONDENTS SHOULD NOT BE CONFUSED WITH A WELL DRAWN         01882 15
                STRATIFIED RANDOM SAMPLE.)  ANALYZE AND DISCUSS THE          01882 16
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| | RESULTS AS IN PREVIOUS MODULE = | 01882 17 |
| *SETTING | BLANK | 01882 18 |
| *MATERIALS | MIMEOGRAPHED COPIES OF COMMUNITY QUESTIONNAIRE. | 01882 5 |
| *LEVEL | ALL GRADES | 01882 6 |
| *GENERAL | ALL CANDIDATES | 01882 7 |
| *HOURS | 4 | 01882 8 |
| *EVALUATION | EVALUATE IN SAME WAY MODULE 1881 WAS EVALUATED. | 01882 22 |
| *FILE | SOCIAL ORGANIZATION COMMUNITY ATTITUDES | 01882 9 |

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|---|---|---|
| *OBJECTIVES | 1. ILLUSTRATE THE CONCEPT OF SOCIAL DISTANCE. 2. TO STIMULATE STUDENTS TO DEVELOP TESTIBLE HYPOTHESES TO ACCOUNT FOR THE SCORES. 3. TO STIMULATE STUDENTS TO REFLECT UPON VARIABLES, WHICH MIGHT HAVE AFFECTED THE SCORES E.G. AGE, SEX, RACE, GRADE, ETC. | 01883 17<br>01883 18<br>01883 19<br>01883 20<br>01883 21 |
| *PREREQUISITE | NONE | 01883 22 |
| *EXPERIENCE | EXPLAIN THE CONCEPT (SOCIAL DISTANCE( TO STUDENTS. ILLUSTRATE THE CONCEPT WITH A BOGARDUS SOCIAL DISTANCE QUESTIONNAIRE. HAVE EACH STUDENT ADMINISTER THE QUESTIONNAIRE TO FOUR OR FIVE ELEMENTARY SCHOOL CHILDREN. SUMMARIZE ALL OF THE SCORES ON BLACKBOARD OR OVERHEAD PROJECTOR. | 01883 11<br>01883 12<br>01883 13<br>01883 14<br>01883 15 |
| *SETTING | LARGE GROUP COLLEGE | 01883 16 |
| *MATERIALS | DITTO OR MIMEO COPIES OF A BOGARDUS SOCIAL DISTANCE QUESTIONNAIRE. | 01883 5<br>01883 |
| *LEVEL | ALL GRADES | 01883 8 |
| *GENERAL | ALL CANDIDATES | 01883 7 |
| *HOURS | 2 | 01883 6 |
| *EVALUATION | 1. STUDENTS SHOULD BE ABLE TO DEFINE SOCIAL DISTANCE IN OPERATIONAL TERMS. | 01883 23<br>01883 24 |
| *FILE | SOCIAL STRATIFICATION SOCIAL DISTANCE BOGARDUS SCALE | 01883 9 |

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|---|---|---|
| *OBJECTIVES | TO GIVE STUDENTS FURTHER EXPERIENCE IN INVESTIGATING RELATIONSHIPS BETWEEN SOCIAL STATUS AND SOCIAL ATTITUDES. | 01884 18<br>01884 19 |
| *PREREQUISITE | EXPERIENCE WITH THE MODULE 1881 | 01884 20 |
| *EXPERIENCE | REPEAT THE EXERCISE IN MODULE 1881, BUT INSTEAD OF OCCUPATIONAL LEVEL, CHOOSE SUBJECTS FROM AMONG ALL OF THE DIFFERENT ETHNIC GROUPS WHICH ARE RECOGNIZED IN THE COMMUNITY. PLACE THE SCORES COMPUTED BY EACH RESEARCH TEAM ON THE CHALK BOARD. EXAMINE THEM FOR INTERETHNIC DIFFERENCES. DISCUSS ALTERNATIVE EXPLANATIONS FOR THE RESULTS. | 01884 11<br>01884 12<br>01884 13<br>01884 14<br>01884 15<br>01884 16 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COMMUNITY | 01884 17<br>01884 10 |
| *MATERIALS | MIMEOGRAPHED QUESTIONNAIRES. | 01884 5 |
| *LEVEL | ALL GRADES | 01884 8 |
| *GENERAL | ALL CANDIDATES | 01884 7 |
| *HOURS | 4 | 01884 6 |
| *EVALUATION | ASK STUDENTS TO WRITE EXPLANATIONS FOR THE RESULTS. CHECK FOR THEORETICAL SOPHISTICATION. | 01884 21<br>01884 22 |
| *FILE | SOCIAL ORGANIZATION COMMUNITY COMMUNITY COHESION | 01884 9 |

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|---|---|---|
| *OBJECTIVES | TO DEMONSTRATE THE INFLUENCE OF ETHNIC STEREOTYPES UPON MEMORY OF EVENTS. | 01885 20<br>01885 21 |
| *PREREQUISITE | NONE | 01885 22 |
| *EXPERIENCE | SELECT SIX VOLUNTEERS FROM AMONG THE CLASS. ASK ONE OF THE VOLUNTEERS TO VIEW THE (STREET CAR( SCENE DRAWING IN ALLPORT AND POSTMAN. HAVE THE VOLUNTEER DESCRIBE THE DRAWING TO A SECOND VOLUNTEER. HAVE THE SECOND DESCRIBE THE DRAWING TO THE THIRD, THE THIRD TO THE FOURTH AND SO | 01885 11<br>01885 12<br>01885 13<br>01885 14<br>01885 15 |

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| | ON THROUGH THE SIXTH VOLUNTEER. ONLY THE FIRST STUDENT | 01885 16 |
| | IS ALLOWED TO SEE THE DRAWING. TAPE RECORD ALL SIX | 01885 17 |
| | DESCRIPTIONS. ANALYZE THE DESCRIPTIONS FOR DISTORTIONS | 01885 18 |
| | DUE TO RACIAL AND ETHNIC STEREOTYPES. | 01885 19 |
| *SETTING | LARGE GROUP COLLEGE | 01885 10 |
| *MATERIALS | 1. TAPE RECORDER 2. ALLPORT AND POSTMAN, THE PSYCHOLOGY OF | 01885 5 |
| | RUMOR,N.Y.HOLT, 1947 | 01885 |
| *LEVEL | ALL GRADES | 01885 8 |
| *GENERAL | ALL CANDIDATES | 01885 7 |
| *HOURS | 1 | 01885 6 |
| *EVALUATION | ASK STUDENT TO REPORT UPON SIMILAR STEREOTYPED | 01885 23 |
| | DISTORTIONS IN EVERYDAY SOCIAL EXPERIENCE.I EVALUATE FOR | 01885 24 |
| | PLAUSIBILITY. | 01885 25 |
| *FILE | ATTITUDES COGNITIVE COMPONENT ETHNIC STEREOTYPES | 01885 9 |

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| *OBJECTIVES | TO GIVE STUDENTS AN OPPORTUNITY TO EXECUTE A SIMPLE | 01886 10 |
| | ATTITUDE STUDY. | 01886 14 |
| *PREREQUISITE | COURSE = 1885 | 01886 2 |
| *EXPERIENCE | HAVE STUDENTS IN GROUPS OF TWO OR THREE REPLICATE THE | 01886 11 |
| | CLASSROOM DEMONSTRATION OF STEREOTYPED DISTORTIONS. HAVE | 01886 12 |
| | THEM USE ELEMENTARY PUPILS AS SUBJECTS. HAVE EACH GROUP | 01886 13 |
| | REPORT ITS ANALYSIS OF DISTORTIONS TO THE CLASS. IF THE | 01886 14 |
| | CLASS IS LARGE AND THERE ARE SEVERAL GROUPS, SEVERAL | 01886 15 |
| | STIMULUS DRAWINGS SHOULD BE USED. SEVERAL DRAWINGS WILL | 01886 16 |
| | MAXIMIZE THE OPPORTUNITIES FOR ANALYSIS. | 01886 17 |
| *SETTING | LARGE GROUP COLLEGE | 01886 10 |
| *MATERIALS | 1. TAPE RECORDER 2. ALLPORT AND POSTMAN, THE PSYCHOLOGY OF | 01886 5 |
| | RUMOR | 01886 |
| *LEVEL | ALL GRADES | 01886 8 |
| *GENERAL | ALL CANDIDATES | 01886 7 |
| *HOURS | 2 | 01886 6 |
| *EVALUATION | EACH GROUP OF STUDENTS SHOULD BE ABLE TO IDENTIFY | 01886 21 |
| | STEREOTYPED DISTORTIONS IN THEIR OWN TAPES, AND TO | 01886 22 |
| | ILLUSTRATE THEM WITH QUOTATIONS. | 01886 23 |
| *FILE | ATTITUDES COGNITIVE COMPONENTS ETHNIC STEREOTYPES | 01886 9 |

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| *OBJECTIVES | TO DEMONSTRATE THE EXTENT TO WHICH PERCEPTS ARE | 01887 24 |
| | CONSTRUCTED FROM PAST CULTURAL EXPERIENCES AS WELL AS FROM | 01887 25 |
| | CONTEMPORARY STIMULI. | 01887 26 |
| *PREREQUISITE | NONE | 01887 27 |
| *EXPERIENCE | >1< HAVE ALL STUDENTS VIEW A PHOTOGRAPH OF A GIRL. THE | 01887 11 |
| | GIRL SHOULD BE ONE LIKELY TO BE JUDGED AS ATTRACTIVE. ASK | 01887 12 |
| | CLASS MEMBERS TO JUDGE WHETHER THE GIRL AS REPRESENTED IN | 01887 14 |
| | THE PICTURE, IS [ATTRACTIVE] OR [UGLY], AND WHETHER OR NOT | 01887 15 |
| | SHE IS [WHOLESOME] OR [UNWHOLESOME] LOOKING. WELL CHOSEN | 01887 16 |
| | PHOTOGRAPHS ARE LIKELY TO BE JUDGED POSITIVELY. | 01887 17 |
| | >2< POINT OUT TO CLASS THAT THE SKIN COLOR IN THE | 01887 18 |
| | PHOTOGRAPH RESEMBLES THAT OF A CADAVER, RATHER THAN THAT | 01887 19 |
| | OF A CADAVER, RATHER THAN THAT OF A HEALTHY ATTRACTIVE | 01887 21 |
| | GIRL. >3< DISCUSS [PERCEPTUAL COLLABORATION] BETWEEN | 01887 21 |
| | VIEWER AND PHOTOGRAPHER AS AN EXAMPLE OF [CONSTRUCTED | 01887 22 |
| | REALITY]. | 01887 23 |
| *SETTING | LARGE GROUP COLLEGE | 01887 10 |
| *MATERIALS | A PHOTOGRAPH OF [PRETTY] GIRL LARGE ENOUGH TO BE SEEN BY | 01887 5 |
| | A LARGE CLASS. | 01887 |
| *LEVEL | ALL GRADES | 01887 8 |
| *GENERAL | ALL CANDIDATES | 01887 7 |
| *HOURS | 1/4 | 01887 6 |
| *EVALUATION | ASK EACH STUDENT TO DESCRIBE FOUR OR FIVE ORDINARY | 01887 28 |

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                SITUATIONS IN WHICH PERCEPTS ARE MARKEDLY INFLUENCED BY   01887 29
                CULTURAL EXPERIENCES.                                     01887 30
*FILE           SOCIAL ATTITUDES  VALUE COMPONENT  ESTHETIC JUDGEMENT     01887  9
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*OBJECTIVES     TO GIVE STUDENTS EXPERIENCE IN INVESTIGATING              01888 22
                INTERGENERATIONAL MOBILITY ASPIRATIONS.                   01888 23
*PREREQUISITE   NONE                                                      01888 24
*EXPERIENCE     1. ASK EACH MALE MEMBER OF THE CLASS TO LOCATE THE        01888 11
                OCCUPATION ON THE NORTH-HATT SCALE WHICH IS MOST LIKE THAT01888 12
                OF HIS FATHER. 2. ASK EACH STUDENT TO LOCATE THE          01888 13
                OCCUPATION MOST LIKE THAT WHICH THEY EXPECT TO ENTER.     01888 14
                3. DEFINE (LEVEL OF ASPIRATION) AS THE RANK DIFFERENCE    01888 15
                BETWEEN FATHER'S OCCUPATION AND THE EXPECTED OCCUPATION   01888 16
                OF THE SON. 4. ASK STUDENTS TO PUT THEIR ASPIRATION       01888 17
                SCORES AND THEIR GRADE POINT AVERAGES ON ANONYMOUS SLIPS   01888 18
                OF PAPER. SHUFFLE THE SLIPS AND READ ASPIRATION SCORES TO 01888 19
                MEMBERS OF THE CLASS. POINT OUT THAT THE SELECTED         01888 20
                DEFINITION OF (LEVEL OF ASPIRATION) IS AN OPERATIONAL ONE 01888 21
*SETTING        LARGE GROUP  COLLEGE                                      01888 10
*MATERIALS      BLANK                                                     01888  5
*LEVEL          ALL GRADES                                                01888  8
*GENERAL        ALL CANDIDATES                                            01888  7
*HOURS          1                                                         01888  6
*EVALUATION     ASK STUDENTS TO WRITE HYPOTHESES FOR THE RESULTS.  CHECK  01888 25
                FOR PLAUSIBILITY.                                         01888 26
*FILE           ATTITUDES  LEVEL OF ASPIRATION  INTERGENERATIONAL MOBILITY01888  9
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*OBJECTIVES     TO DEMONSTRATE THE INFLUENCE OF ETHNIC STEREOTYPES UPON   01889 20
                THE PERCEPTION OF PERSONS.                                01889 21
*PREREQUISITE   NONE                                                      01889 22
*EXPERIENCE     1. SELECT TEN PHOTOGRAPHS OF THE HEADS OF MALES WHO APPEAR01889 11
                TO BE IN THEIR 20'S. CUT THE PHOTOGRAPHS SO THAT NO       01889 12
                CLOTHING OR HAIR SHOWS. 2. HAVE CLASS MEMBERS SELECT      01889 13
                JUNIOR HIGH CLASSES AS SUBJECTS. EACH JUNIOR HIGH CLASS   01889 14
                SHOULD BE DIVIDED EVENLY INTO MATCHED GROUPS. ONE OF THE  01889 15
                GROUPS WILL BE ASKED TO RANK THE PHOTOS ACCORDING TO THEIR01889 16
                APPARENT INTELLIGENCE. NEXT ASK THE SECOND GROUP TO DO    01889 17
                LIKEWISE, BUT THIS TIME LABEL THE PHOTOGRAPHS WITH ETHNIC  01889 18
                NAMES. 3. HAVE STUDENTS NOTE DIFFERENCE.                  01889 19
*SETTING        SMALL GROUP 21-12 STUDENTS' SCHOOL                        01889 10
*MATERIALS      TEN PHOTOGRAPHS OF YOUNG WHITE MEN WHO ARE NEITHER SMILING01889  5
                NOR FROWNING.                                             01889
*LEVEL          ALL GRADES                                                01889  8
*GENERAL        ALL CANDIDATES                                            01889  7
*HOURS          4                                                         01889  6
*EVALUATION     ASK STUDENTS TO WRITE BRIEF RESEARCH DESIGNS TO TEST FOR   01889 23
                THE INFLUENCE OF STEREOTYPES UPON THE PERCEPTION OF       01889 24
                AGGRESSIVENESS, FRIENDLINESS, ETC.                        01889 25
*FILE           ATTITUDES  ETHNIC ATTITUDES  PERSON PERCEPTION            01889  9
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*OBJECTIVES     TO DEMONSTRATE THE ADMINISTERING OF AND SCORING OF AN     01890 21
                ATTITUDE QUESTIONNAIRE.                                   01890 22
*PREREQUISITE   NONE                                                      01890 23
*EXPERIENCE     ASK EACH STUDENT TO COMPLETE THE QUESTIONNAIRE ENTITLED    01890 11
                (WILLINGNESS TO TOLERATE NONCONFORMISTS) IN               01890 12
                SAMUEL A. STOUFFER, COMMUNISM, CONFORMITY AND CIVIL       01890 13
                LIBERTIES, N. Y.: DOUBLEDAY AND CO., 1955.  ASK EACH      01890 14
                STUDENT TO WRITE THE NUMBER OF TIMES HE CHECKED (FAVOR.(  01890 15
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| | [NOT FAVOR[ AND [DONST KNOW[ ON AN ANONYMOUS PIECE OF | 01890 | 16 |
| | PAPER. COLLECT THE WRITTEN TOTALS. ARRANGE THE SCORES ON | 01890 | 17 |
| | THE CHALK BOARD IN TERMS OF A TOLERANCE-INTOLERANCE | 01890 | 18 |
| | CONTINUUM. DESCRIBE THE CONTINUUM AS A MEASURE OF THE | 01890 | 19 |
| | BEHAVIORAL COMPONENT OF AN ATTITUDE. | 01890 | 20 |
| *SETTING | LARGE GROUP COLLEGE | 01890 | 10 |
| *MATERIALS | MIMEOGRAPHED QUESTIONNAIRES. | 01890 | 5 |
| *LEVEL | BLANK | 01890 | 8 |
| *GENERAL | ALL CANDIDATES | 01890 | 7 |
| *HOURS | 1 | 01890 | 6 |
| *EVALUATION | ASK STUDENTS TO DISTINGUISH BEHAVIORAL FROM COGNITIVE AND | 01890 | 24 |
| | AFFECTIVE COMPONENTS OF AN ATTITUDE. CHECK THEIR WRITTEN | 01890 | 25 |
| | REPORTS FOR CLEAR CONCEPTUALIZATION OF THE COMPONENTS. | 01890 | 26 |
| *FILE | SOCIAL ATTITUDES BEHAVIORAL COMPONENT TOLERANCE OF | 01890 | 9 |
| | COMMUNISM | 01890 | |



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| *OBJECTIVES | DEVELOPE A GENERAL UNDERSTANDING OF THE SIMILARITIES AND | 01955 13 |
| | DIFFERENCES BETWEEN MAN AND OTHER ANIMALS AS A BASIS FOR | 01955 14 |
| | EXAMINING THE EMERGENCE OF HUMAN CULTURE. | 01955 15 |
| *PREREQUISITE | GENERAL UNDERGRADUATE BIOLOGY/ | 01955 16 |
| *EXPERIENCE | READ G.G. SIMPSON - [THE BIOLOGICAL NATURE OF MAN[ | 01955 11 |
| | SCIENCE 152=NO.3721=: 472=478,APRIL 1966. | 01955 12 |
| *SETTING | INDEPENDENT COLLEGE | 01955 10 |
| *MATERIALS | BLANK | 01955 5 |
| *LEVEL | ALL GRADES | 01955 8 |
| *GENERAL | SPECIALIST | 01955 7 |
| *HOURS | 2 | 01955 6 |
| *EVALUATION | MODULE 1961 | 01955 17 |
| *FILE | MAN BIOLOGY ANIMALS | 01955 9 |

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| *OBJECTIVES | HAVE THE STUDENT LEARN THAT THE DEVELOPMENT OF DISTINCTLY | 01956 13 |
| | HUMAN CULTURE IS THE PRODUCT OF CUMULATIVE MORPHOLOGICAL | 01956 14 |
| | AND BEHAVIORAL CHANGES. SPECIAL EMPHASIS UPON LANGUAGE AS | 01956 15 |
| | THE MEDIUM FOR THE DEVELOPMENT OF CULTURE. | 01956 16 |
| *PREREQUISITE | MODULE 1955 | 01956 17 |
| *EXPERIENCE | READ CHARLES HOCKETT AND ROBERT ASCHER [THE HUMAN | 01956 11 |
| | REVOLUTION[ CURRENT ANTHROPOLOGY 52NO.3=:135=68,1964 | 01956 12 |
| *SETTING | INDEPENDENT COLLEGE | 01956 10 |
| *MATERIALS | BLANK | 01956 5 |
| *LEVEL | ALL GRADES | 01956 8 |
| *GENERAL | SPECIALIST | 01956 7 |
| *HOURS | 2 | 01956 6 |
| *EVALUATION | MODULE 1961 | 01956 18 |
| *FILE | MAN LANGUAGE EVOLUTION | 01956 9 |

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|---|---|---|
| *OBJECTIVES | SHOW THE DIFFERENCES BETWEEN HUMAN AND OTHER FORMS OF | 01957 13 |
| | COMMUNICATION. | 01957 14 |
| *PREREQUISITE | MODULES 1955 + 1956 | 01957 15 |
| *EXPERIENCE | READ CHARLES HOCKETT [THE ORIGIN OF SPEECH[ SCIENTIFIC | 01957 11 |
| | AMERICAN SEPT. 1960. | 01957 12 |
| *SETTING | INDEPENDENT | 01957 10 |
| *MATERIALS | BLANK | 01957 5 |
| *LEVEL | ALL GRADES | 01957 8 |
| *GENERAL | SPECIALIST | 01957 7 |
| *HOURS | 1 | 01957 6 |
| *EVALUATION | MODULE 1961 | 01957 16 |
| *FILE | MAN LANGUAGE ANIMALS | 01957 9 |

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|---|---|---|
| *OBJECTIVES | LEARN THE ROLE OF THE ABILITY TO SYMBOLIZE IN DEFINING THE | 01958 14 |
| | [HUMAN[, AND MAKING CULTURE POSSIBLE. | 01958 15 |
| *PREREQUISITE | MODULES 1955-1957/ | 01958 16 |
| *EXPERIENCE | READ LESLIE WHITE [THE SYMBOL: THE ORIGIN AND BASIS OF | 01958 11 |
| | HUMAN BEHAVIOR[ IN L.WHITE - THE SCIENCE OF CULTURE GROVE | 01958 12 |
| | PRESS 1949 | 01958 13 |
| *SETTING | INDEPENDENT COLLEGE | 01958 10 |
| *MATERIALS | BLANK | 01958 5 |

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| *LEVEL | ALL GRADES | 01958 | 8 |
| *GENERAL | SPECIALIST | 01958 | 7 |
| *HOURS | 1 | 01958 | 6 |
| *EVALUATION | MODULE 1961 | 01958 | 17 |
| *FILE | LANGUAGE CULTURE MAN | 01958 | 9 |

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|---|---|---|---|
| *OBJECTIVES | ACQUAINT THE STUDENT WITH VARIETIS OF LINGUISTIC STRUCTURE | 01959 | 15 |
| | AND FILL OUT HIS UNDERSTANDING OF PROBLEMS CONCERNING THE | 01959 | 16 |
| | RELATIONSHIP BETWEEN LANGUAGE, THOUGHT AND CULTURE. | 01959 | 17 |
| *PREREQUISITE | MODULES 1955-1958 | 01959 | 18 |
| *EXPERIENCE | LISTEN TO THE RECORD (A WORD IN YOUR EAR,( A STUDY IN | 01959 | 11 |
| | LANGUAGE( IN THE SERIES WAYS OF MANKIND NATIONAL | 01959 | 12 |
| | ASSOCIATION OF EDUCATIONAL BROADCASTERS, 14 GREGORY HALL, | 01959 | 13 |
| | UNIVERSITY OF ILLINOIS, URBANA, ILL,61801 | 01959 | 14 |
| *SETTING | LARGE GROUP COLLEGE | 01959 | 10 |
| *MATERIALS | RECORD (A WORD IN YOUR EAR( ,AUDIO EQUIPMENT. | 01959 | 5 |
| *LEVEL | ALL GRADES | 01959 | 8 |
| *GENERAL | SPECIALIST | 01959 | 7 |
| *HOURS | .5 | 01959 | 6 |
| *EVALUATION | MODULE 1961 | 01959 | 19 |
| *FILE | LANGUAGE CULTURE SOCIETY | 01959 | 9 |

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| *OBJECTIVES | TO MAKE EXPLICIT THE PROBLEM OF LANGUAGE AS A DETERMINANT | 01960 | 13 |
| | OF WORLD VIEW AND BEHAVIOR IMPLICIT IN THE RECORD (A WORD | 01960 | 14 |
| | IN YOUR EAR(. | 01960 | 15 |
| *PREREQUISITE | MODULES 1955-1959 | 01960 | 16 |
| *EXPERIENCE | READ HARRY HOIJER (THE SAPIR-WHORF HYPOTHESIS( IN | 01960 | 11 |
| | LANGUAGE AND CULTURE HARRY HOIJER ED.+ PP. 92-104. | 01960 | 12 |
| *SETTING | INDEPENDENT COLLEGE | 01960 | 10 |
| *MATERIALS | BLANK | 01960 | 5 |
| *LEVEL | ALL GRADES | 01960 | 8 |
| *GENERAL | SPECIALIST | 01960 | 7 |
| *HOURS | 1 | 01960 | 6 |
| *EVALUATION | MODULE 1961 | 01960 | 17 |
| *FILE | LANGUAGE CULTURE BEHAVIOR | 01960 | 9 |

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| *OBJECTIVES | TO INTEGRATE THE MATERIALS FROM PREVIOUS MODULES IN TERMS | 01961 | 20 |
| | OF THE STUDENTS ABILITY TO EXPLAIN LANGUAGE AS AN EMERGENT | 01961 | 21 |
| | PHENOMENON. TO RELATE THE DATA TO THEIR ROLE IN HUMAN | 01961 | 22 |
| | DEVELOPMENT. | 01961 | 23 |
| *PREREQUISITE | A KNOWLEDGE OF PREVIOUS MODULES AND GENERAL UNDERGRADUATE | 01961 | 24 |
| | BACKGROUND IN BIOLOGY AND THE SOCIAL SCIENCES. | 01961 | 25 |
| *EXPERIENCE | PARTICIPATE IN A GROUP DISCUSSION OF THE ROLE OF LANGUAGE | 01961 | 11 |
| | IN THE HUMANIZATION OF MAN, I.E. HIS DIFFERENTIATION FROM | 01961 | 12 |
| | CLOSELY RELATED SPECIES. BE PREPARED TO DISCUSS: 1. HOW | 01961 | 13 |
| | DOES HUMAN COMMUNICATION DIFFER FROM NON-HUMAN^ 2. TO | 01961 | 14 |
| | WHAT EXTENT DOES HUMAN LANGUAGE REPRESENT CONTINUITY FROM | 01961 | 15 |
| | OTHER FORMS OF COMMUNICATION^ TO WHAT EXTENT IS IT | 01961 | 16 |
| | DISTINCT^ 3. TO WHAT EXTENT DOES LANGUAGE DETERMINE | 01961 | 17 |
| | CULTURAL BEHAVIOR^ 4. TO WHAT EXTENT DOES LANGUAGE | 01961 | 18 |
| | REFLECT CULTURE^ | 01961 | 19 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ COLLEGE | 01961 | 10 |
| *MATERIALS | BLANK | 01961 | 5 |
| *LEVEL | ALL GRADES | 01961 | 8 |
| *GENERAL | SPECIALIST | 01961 | 7 |
| *HOURS | 3 | 01961 | 6 |
| *EVALUATION | EVALUATION OF STUDENTS PERFORMANCE BY DISCUSSION LEADER | 01961 | 26 |
| *FILE | LANGUAGE COMMUNICATION CULTURE | 01961 | 9 |

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| *OBJECTIVES | DEVELOPE STUDENTS ABILITY TO ORGANIZE AND COMMUNICATE | 01962 | 18 |
| | MATERIALS ON THE NATURE OF LANGUAGEWAND COMMUNICATION TO | 01962 | 19 |
| | STUDENTS OF THE APPROPRIATE GRADES. | 01962 | 20 |
| *PREREQUISITE | PREVIOUS MODULES TEACHING EXPERIENCE. | 01962 | 21 |
| *EXPERIENCE | PLAN AND LEAD A CLASSROOM DISCUSSION FOCUSED ON THE | 01962 | 11 |
| | PLAYING OF THE RECORD [A WORD IN YOUR EAR]. DISCUSS THE | 01962 | 12 |
| | ROLE OF COMMUNICATION IN SOCIAL LIFE. DISCUSS THE NATURE | 01962 | 13 |
| | OF LANGUAGE AND HUMAN COMMUNICATION, ELICIT QUESTIONS AND | 01962 | 14 |
| | STATEMENTS FROM STUDENTS WHICH WILL PROVIDE AN OPPORTUNITY | 01962 | 15 |
| | FOR THE TEACHER TO COMMUNICATE THE MATERIALS ON LANGUAGE | 01962 | 16 |
| | LEARNED IN PREVIOUS MODULES. | 01962 | 17 |
| *SETTING | OTHER ≥SPECIFY+ CLASS COLLEGE | 01962 | 10 |
| *MATERIALS | BLANK | 01962 | 5 |
| *LEVEL | ALL GRADES | 01962 | 8 |
| *GENERAL | SPECIALIST | 01962 | 7 |
| *HOURS | 4 | 01962 | 6 |
| *EVALUATION | BY TEACHING SUPERVISOR | 01962 | 22 |
| *FILE | TEACHING APPLICATION COMMUNICATION | 01962 | 9 |

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| *OBJECTIVES | PLACE THE DEVELOPMENT OF CULTURAL BEHAVIOR IN THE CONTEXT | 01963 | 14 |
| | OF SOCIAL GROUPS, SO STUDENT CAN DEVELOPE A VIEW OF | 01963 | 15 |
| | CULTURE AS ADAPTIVE TO GROUP AS WELL AS INDIVIDUAL NEEDS | 01963 | 16 |
| *PREREQUISITE | ALL PREVIOUS MODULES, ≥GENERAL UNDERGRADUATE BACKGROUND IN | 01963 | 17 |
| | SOCIAL SCIENCE. | 01963 | 18 |
| *EXPERIENCE | READ MARSHALL SAHLINS [THE ORIGIN OF SOCIETY[ SCIENTIFIC | 01963 | 11 |
| | AMERICAN 204: 76-87,1960. AVAILABLE AS SCIENTIFIC | 01963 | 12 |
| | AMERICAN REPRINT NO. 602. | 01963 | 13 |
| *SETTING | INDEPENDENT COLLEGE | 01963 | 10 |
| *MATERIALS | BLANK | 01963 | 5 |
| *LEVEL | ALL GRADES | 01963 | 8 |
| *GENERAL | SPECIALIST | 01963 | 7 |
| *HOURS | 1 | 01963 | 6 |
| *EVALUATION | MODULES 1964-1965 | 01963 | 19 |
| *FILE | SOCIETY CULTURE EVOLUTION | 01963 | 9 |

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| *OBJECTIVES | ORGANIZE MATERIALS OF PREVIOUS MODULES AROUND A PARTICULAR | 01964 | 18 |
| | CASE FOR TEACHING PURPOSES. | 01964 | 19 |
| *PREREQUISITE | PREVIOUS MODULES | 01964 | 20 |
| *EXPERIENCE | VIEW THE MOVIE [MISS GOODALL AND THE WILD CHIMPANZEES[ | 01964 | 11 |
| | NATIONAL GEOGRAPHICAL SOCIETY FILM WASHINGTON, D.C. | 01964 | 12 |
| | USING THIS FILM AND PREVIOUS MODULES PREPARE A | 01964 | 13 |
| | PRESENTATION AND DISCUSSION FOR CLASSROOM USE OF WHY THE | 01964 | 14 |
| | STUDY OF PRIMATES IN THE FIELD CAN HELP IN THE | 01964 | 15 |
| | UNDERSTANDING OF MAN. EVALUATE THE PREPARED OUTLINE IN A | 01964 | 16 |
| | GROUP DISCUSSION. | 01964 | 17 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS+ COLLEGE | 01964 | 10 |
| *MATERIALS | FILM [MISS GOODALL AND THE WILD CHIMPANZEES[ AUDIO-VISUAL | 01964 | 5 |
| | EQUIPMENT. | 01964 | |
| *LEVEL | ALL GRADES | 01964 | 8 |
| *GENERAL | SPECIALIST | 01964 | 7 |
| *HOURS | 4 | 01964 | 6 |
| *EVALUATION | EVALUATION BY OTHER STUDENTS AND DISCUSSION LEADER. | 01964 | 21 |
| *FILE | ANIMAL BEHAVIOR ETHOLOGY CULTURE | 01964 | 9 |

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| *OBJECTIVES | TEST THE ABILITY OF THE STUDENT TO ORGANIZE AND | 01965 | 16 |
| | COMMUNICATE HIS KNOWLEDGE IN A CLASSROOM SITUATION. | 01965 | 17 |

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| | DEVELOPE A PRESENTATION WHICH MEETS THE ABILITY OF | 01965 18 |
| | PARTICULAR GROUPS OF CHILDEREN. | 01965 19 |
| *PREREQUISITE | PREVIOUS MODULES* TEACHING EXPERIENCE OF THE APPROPRIATE | 01965 20 |
| | GRADES. | 01965 21 |
| *EXPERIENCE | USING THE FILM [MISS GOODALL AND THE WILD CHIMPANZEES[ | 01965 11 |
| | LEAD A CLASS DISCUSSION BASED ON OUTLINE PREPARED FOR | 01965 12 |
| | MODULE 10. EMPHASIZE SIMILARITIES AND DIFFERENCES BETWEEN | 01965 13 |
| | MAN AND CHIMPANZEE AND THE SIGNIFICANCE OF THESE | 01965 14 |
| | DIFFERENCES IN UNDERSTANDING MAN. | 01965 15 |
| *SETTING | OTHER ≥SPECIFY+ CLASS COLLEGE | 01965 10 |
| *MATERIALS | FILM [MISS GOODALL AND THE WILD CHIMPANZEES[ AUDIO-VISUAL | 01965 5 |
| | EQUIPMENT. | 01965 |
| *LEVEL | ALL GRADES | 01965 8 |
| *GENERAL | SPECIALIST | 01965 7 |
| *HOURS | 3 | 01965 6 |
| *EVALUATION | EVALUATION ON PART OF THE STUDENT AND HIS TEACHING | 01965 22 |
| | SUPERVISOR. | 01965 23 |
| *FILE | BEHAVIOR ETHOLOGY CULTURE | 01965 9 |

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| *OBJECTIVES | LEARN BASIC CONCEPTS JSED IN THE ANALYSIS OF CULTURE | 01966 13 |
| *PREREQUISITE | ALL PREVIOUS MODULES GENERAL UNDERGRADUATE BACKGROUND IN | 01966 14 |
| | SOCIAL SCIENCE | 01966 15 |
| *EXPERIENCE | READ A. L. KROEBER ANTHROPOLOGY; CULTURE PATTERNS AND | 01966 11 |
| | PROCESSES HARCOURT BRACE 1963 CHAPTER 7 | 01966 12 |
| *SETTING | INDEPENDENT COLLEGE | 01966 10 |
| *MATERIALS | BLANK | 01966 5 |
| *LEVEL | ALL GRADES | 01966 8 |
| *GENERAL | SPECIALIST | 01966 7 |
| *HOURS | 1.5 | 01966 6 |
| *EVALUATION | MODULE 1967 | 01966 16 |
| *FILE | CULTURE ANALYSIS PATTERN | 01966 9 |

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| *OBJECTIVES | TO SEE IF CONCEPTS JSED IN THE ANALYSIS OF A PARTICULAR | 01967 15 |
| | CASE OF CULTURE PATTERNING CAN BE GENERALIZED BY THE | 01967 17 |
| | STUDENT. | 01967 18 |
| *PREREQUISITE | MODULE 1966. GENERAL JNDERGRADUATE SOCIAL SCIENCE | 01967 19 |
| | BACKGROUND. | 01967 20 |
| *EXPERIENCE | READ KROEBER. A. L. ANTHROPOLOGHI CULTURE PATTERNS AND | 01967 11 |
| | PROCESSES. HARCOURT BRACE 1963 PP. 127-129 USE THIS | 01967 12 |
| | MATERIAL AND ANY FROM YOUR OWN EXPERIENCE TO DISCUSS | 01967 13 |
| | PATTERNING IN CULTURE. | 01967 14 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ COLLEGE | 01967 10 |
| *MATERIALS | BLANK | 01967 5 |
| *LEVEL | ALL GRADES | 01967 8 |
| *GENERAL | SPECIALIST | 01967 7 |
| *HOURS | 1 | 01967 6 |
| *EVALUATION | DISCUSSION LEADER | 01967 21 |
| *FILE | CULTURE PATTERNING LANGUAGE | 01967 9 |

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| *OBJECTIVES | TO SHOW THAT ALL CULTJRES START BY MEETING CERTAIN PAN- | 01968 16 |
| | HUMAN NEEDS, BUT TRANSFORM AND CHANNELIZE THEM IN VARIOUS | 01968 17 |
| | WAYS. | 01968 18 |
| *PREREQUISITE | ALL PREVIOUS MODULES GENERAL UNDERGRADUATE BACKGROUND IN | 01968 19 |
| | BIOLOGY AND SOCIAL SCIENCE. | 01968 20 |
| *EXPERIENCE | READ G.P. MURDOCK-[THE COMMON DENOMINATOR OF CULTURES[ IN | 01968 11 |
| | THE SCIENCE OF MAN IN THE WORLD CRISIS, RALPH LINTON ≥ED+ | 01968 12 |
| | COLUMBIA, 1945, PP. 123-1429 DISCUSS: WHAT IS COMMON TO | 01968 13 |
| | ALL CULTURES DESPITE MODIFICATIONS BECAUSE OF UNIQUE | 01968 14 |

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| | HISTORIES. | 01968 15 |
| *SETTING | SMALL GROUP 21-12 STUDENTS* COLLEGE | 01968 10 |
| *MATERIALS | BLANK | 01968 5 |
| *LEVEL | ALL GRADES | 01968 8 |
| *GENERAL | SPECIALIST | 01968 7 |
| *HOURS | 2 | 01968 6 |
| *EVALUATION | MODULE 1971 | 01968 21 |
| *FILE | NEEDS CULTURE ADAPTATION | 01968 9 |

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| *OBJECTIVES | TO INTRODUCE THE IDEA OF CULTURE AS EVOLVING THROUGH AN | 01969 16 |
| | INTERACTIVE AND ADAPTIVE PROCESS. | 01969 17 |
| *PREREQUISITE | GENERAL UNDERGRADUATE BACKGROUND IN BIOLOGY AND SOCIAL | 01969 18 |
| | SCIENCE + ALL PREVIOUS MODULES. | 01969 19 |
| *EXPERIENCE | READ MARSHALL SAHLINS AND ELMAN SERVICE CHAPTER 3 | 01969 11 |
| | ADAPTATION AND STABILITY( IN SAHLINS AND SERVICE EVOLUTION | 01969 12 |
| | AND CULTURE, U. OF MICHIGAN PRESS 1960. DISCUSS CULTURE | 01969 13 |
| | AS AN ADAPTIVE SYSTEM WITH SPECIAL REFERENCE TO CULTURAL | 01969 14 |
| | STABILITY AND CHANGE. | 01969 15 |
| *SETTING | SMALL GROUP 21-12 STUDENTS* COLLEGE | 01969 10 |
| *MATERIALS | BLANK | 01969 5 |
| *LEVEL | ALL GRADES | 01969 8 |
| *GENERAL | SPECIALIST | 01969 7 |
| *HOURS | 3 | 01969 6 |
| *EVALUATION | DISCUSSION LEADER | 01969 20 |
| *FILE | EVOLUTION ADAPTATION CULTURE | 01969 9 |

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| *OBJECTIVES | TO LEARN THE CUMULATIVE NATURE OF CULTURE | 01970 15 |
| *PREREQUISITE | MODULES 1966-1968, GENERAL UNDERGRADUATE SOCIAL SCIENCE | 01970 16 |
| | BACKGROUND | 01970 17 |
| *EXPERIENCE | READ RALPH LINTON - (ONE HUNDRED PERCENT AMERICAN( THE | 01970 11 |
| | AMERICAN MERCURY 40:427-429, 1937 REPRINTED IN J. | 01970 12 |
| | JENNINGS AND E.A. HOEBEL READINGS IN ANTHROPOLOGY MCGRAW | 01970 13 |
| | HILL 1966. | 01970 14 |
| *SETTING | INDEPENDENT COLLEGE | 01970 10 |
| *MATERIALS | BLANK | 01970 5 |
| *LEVEL | ALL GRADES | 01970 8 |
| *GENERAL | SPECIALIST | 01970 7 |
| *HOURS | 1 | 01970 6 |
| *EVALUATION | MODULE 1971 | 01970 18 |
| *FILE | CULTURE DIFFUSSION CUMULATIVENESS | 01970 9 |

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| *OBJECTIVES | APPLY UNDERSTANDING OF CULTURE TO CLASSROOM SITUATION | 01971 15 |
| | BIOLOGY, SOCIAL SCIENCE | 01971 16 |
| *EXPERIENCE | BASED UPON MODULES 12-16 PREPARE AND LEAD A CLASS | 01971 11 |
| | DISCUSSION OF THE NATURE OF CULTURE, STRESSING THE FACT | 01971 12 |
| | THAT IT IS 1. LEARNED 2. CUMULATIVE 3. PASSED ON NON | 01971 13 |
| | BIOLOGICALLY | 01971 14 |
| *SETTING | OTHER >SPECIFY* CLASS | 01971 10 |
| *MATERIALS | BLANK | 01971 5 |
| *LEVEL | ALL GRADES | 01971 8 |
| *GENERAL | SPECIALIST | 01971 7 |
| *HOURS | 3 | 01971 6 |
| *EVALUATION | SUPERVISORS AND TEACHERS OWN EVALUATION OF PERFORMANCE. | 01971 17 |
| *FILE | CULTURE TRANSMISSION LEARNING | 01971 9 |

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| *OBJECTIVES | TO INTRODUCE THE STUDENT TO THE FIRST LEVEL OF SOCIO- | 01972 20 |
| | CULTURAL INTEGRATION. TO DEVELOPE IN HIM AN UNDERSTANDING | 01972 21 |

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| | OF THIS LEVEL IN THE PERSPECTIVE OF EMERGENT CULTURE. | 01972 22 |
| | TO INTRODUCE THE STUDENT TO THE CONCEPT OF THE DIVISION OF | 01972 23 |
| | LABOR IN HUMAN SOCIETY. | 01972 24 |
| *PREREQUISITE | GENERAL UNDERGRADUATE SOCIAL SCIENCE. MODULES 1963, 1967 | 01972 25 |
| | -1969 | 01972 26 |
| *EXPERIENCE | READ S.L. WASHBURN AND C.S. LANCASTER (THE EVOLUTION OF | 01972 11 |
| | HUNTING( PP. 213-229 IN WASHBURN AND LANCASTER (EDS), | 01972 12 |
| | PERSPECTIVES ON HUMAN EVOLUTION HOLT, RINEHART, WINSTON | 01972 13 |
| | NEW YORK 1968. DISCUSS HOW THIS MATERIAL FITS INTO THE | 01972 14 |
| | PREVIOUS MODULES CONCERNED WITH THE EMERGENCE OF HUMAN | 01972 15 |
| | CULTURE. 1. WHAT CHARACTERISTICS OF HUNTERS STILL ARE | 01972 16 |
| | FOUND IN DERIVATIVE TYPES OF HUMAN SOCIETY TODAY. 2. IN | 01972 17 |
| | WHAT WAYS ARE HUNTERS UNIQUE WHEN COMPARED TO OTHER TYPES | 01972 18 |
| | OF HUMAN SOCIETY. | 01972 19 |
| *SETTING | SMALL GROUP (1-12 STUDENTS) COLLEGE | 01972 10 |
| *MATERIALS | BLANK | 01972 5 |
| *LEVEL | ALL GRADES | 01972 8 |
| *GENERAL | SPECIALIST | 01972 7 |
| *HOURS | 2 | 01972 6 |
| *EVALUATION | MODULE 1976 | 01972 27 |
| *FILE | HUNTING DIVIS. OF LABOR EVOLUTION | 01972 9 |

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| *OBJECTIVES | TO EXPOSE THE STUDENT TO THE HARD DATA OF CULTURAL HISTORY | 01973 16 |
| | AND HAVE HIM REWORK IT IN THE LIGHT OF THE TYPE OF | 01973 17 |
| | CULTURAL ANALYSIS TO WHICH HE HAS BEEN EXPOSED. | 01973 18 |
| *PREREQUISITE | MODULES 1963, 1967-1969, 1972 | 01973 19 |
| *EXPERIENCE | READ BRAIDWOOD, R.J. PREHISTORIC MEN, SCOTT FORESMAN 196( | 01973 11 |
| | USE THE MATERIALS IN BRAIDWOOD TO DEVELOPE AN OUTLINE FOR | 01973 12 |
| | CLASSROOM STUDY OF CULTURAL HISTORY FROM THE PALEOLITHIC | 01973 13 |
| | TO CIVILIZATION. EMPHASIZE THE MAJOR (REVOLUTIONS AND | 01973 14 |
| | THEIR CONSEQUENCES( | 01973 15 |
| *SETTING | INDEPENDENT COLLEGE | 01973 10 |
| *MATERIALS | BLANK | 01973 5 |
| *LEVEL | ALL GRADES | 01973 8 |
| *GENERAL | SPECIALIST | 01973 7 |
| *HOURS | 8 | 01973 6 |
| *EVALUATION | MODULE 1976 | 01973 20 |
| *FILE | CULTURE HISTORY EVOLUTION | 01973 9 |

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| *OBJECTIVES | INTRODUCE THE CONCEPT OF LEVELS OF SOCIO-CULTURAL | 01974 13 |
| | INTEGRATION IN A MORE SYTEMATIC FORM. STRESS UPON ITS | 01974 14 |
| | EMERGENT NATURE AND UTILITY IN UNDERSTANDING CULTURE. | 01974 15 |
| *PREREQUISITE | MODULES 1963, 1967-1969 1972 GENERAL UNDERGRADUATE SOCIAL | 01974 16 |
| | SCIENCE. | 01974 17 |
| *EXPERIENCE | READ JULIAN STEWARD (LEVELS OF SOCIO-CULTURAL INTEGRATION | 01974 11 |
| | ( IN THEORY OF CULTURE CHANGE U. OF ILLINOIS PRESS 1955 | 01974 12 |
| *SETTING | INDEPENDENT COLLEGE | 01974 10 |
| *MATERIALS | BLANK | 01974 5 |
| *LEVEL | ALL GRADES | 01974 8 |
| *GENERAL | SPECIALIST | 01974 7 |
| *HOURS | 1 | 01974 6 |
| *EVALUATION | MODULE 1976 | 01974 18 |
| *FILE | EVOLUTION CULTURE ADAPTATION | 01974 9 |

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| *OBJECTIVES | SUPPLIMENT THE IDEA OF LEVELS OF SOCIOCULTURAL INTEGRATION | 01975 15 |
| | WITH A RELATED MODEL WHICH ORDERS THE SAME DATA SOMEWHAT | 01975 16 |
| | DIFFERENTLY. | 01975 17 |
| *PREREQUISITE | MODULES 1963, 1967-1969, 1972-1973 | 01975 18 |

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| *EXPERIENCE | READ ROBERT REDFIELD [THE FOLK SOCIETY[ AMERICAN JOURNAL OF SOCIOLOGY LII:293-308, 1947. ALSO BOBBS-MERRILL REPRINT IN SOCIOLOGY S-229. CONTRAST HIS MATERIAL WITH THAT OF STEWARD, BRAIDWOOD, WASHBURN-LANCASTER | 01975 11<br>01975 12<br>01975 13<br>01975 14 |
| *SETTING | INDEPENDENT COLLEGE | 01975 10 |
| *MATERIALS | BLANK | 01975 5 |
| *LEVEL | ALL GRADES | 01975 8 |
| *GENERAL | SPECIALIST | 01975 7 |
| *HOURS | 3 | 01975 6 |
| *EVALUATION | MODULE 1976 | 01975 19 |
| *FILE | FOLK CULTURE SOCIETY TYPES OF SOCIETY | 01975 9 |

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|---|---|---|
| *OBJECTIVES | TO SEE TO WHAT EXTENT THE STUDENT CAN INTEGRATE A DIVERSE SET OF FACTS AND THEORETICAL FORMULATIONS IN TERMS OF A SINGLE FRAMEWORK. TO COMPARE THIS WITH FRAMEWORKS DEVELOPED BY OTHER STUDENTS. | 01976 16<br>01976 17<br>01976 18<br>01976 19 |
| *PREREQUISITE | MODULES 1963, 1965, 1967-1969, 1972-1976 UNDERGRADUATE BACKGROUND IN HISTORY AND SOCIAL SCIENCE. | 01976 20<br>01976 21 |
| *EXPERIENCE | PARTICIPATE IN A SMALL GROUP DISCUSSION OF THE HISTORY OF CULTURE LOOKED AT FROM AN EVOLUTIONARY PERSPECTIVE. THE STUDENT SHOULD DRAW SPECIFICALLY UPON THE THEORETICAL AND FACTUAL MATERIALS PRESENTED IN MODULES 1963, 1967-1969, 1972-1975 | 01976 11<br>01976 12<br>01976 13<br>01976 14<br>01976 15 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 01976 10 |
| *MATERIALS | BLANK | 01976 5 |
| *LEVEL | ALL GRADES | 01976 8 |
| *GENERAL | SPECIALIST | 01976 7 |
| *HOURS | 2 | 01976 6 |
| *EVALUATION | DISCUSSION LEADER | 01976 22 |
| *FILE | EVOLUTION CULTURE HISTORY | 01976 9 |

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|---|---|---|
| *OBJECTIVES | TEST THE ABILITY OF THE STUDENT TO ORGANIZE AND CULTURE HISTORY. | 01977 15<br>01977 17 |
| *PREREQUISITE | TEACHING EXPERIENCE, UNDERGRADUATE HISTORY AND SOCIAL SCIENCE, MODULES 1963, 1965, 1967-1969, 1972-1976 | 01977 18<br>01977 19 |
| *EXPERIENCE | BASED UPON THE DISCUSSION IN MODULE 1976 PREPARE A TEACHING PLAN FOCUSED ON THE ANALYSIS OF THE HISTORY OF CULTURE. USE THE PLAN TO TEACH A CLASS. REWORK THE PLAN IN THE LIGHT OF THE TEACHING EXPERIENCE. | 01977 11<br>01977 12<br>01977 13<br>01977 14 |
| *SETTING | COMMUNICATE A SYSTEMATIC BODY OF KNOWLEDGE WITH REGARD TO OTHER ≥SPECIFY+ CLASS COLLEGE | 01977 16<br>01977 10 |
| *MATERIALS | BLANK | 01977 5 |
| *LEVEL | GRADES 5-8 | 01977 8 |
| *GENERAL | SPECIALIST | 01977 7 |
| *HOURS | 4 | 01977 6 |
| *EVALUATION | EVALUATION BY TEACHING SUPERVISOR | 01977 20 |
| *FILE | CULTURE HISTORY TEACHING | 01977 9 |

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| *OBJECTIVES | TO INTRODUCE THE ECOLOGICAL APPROACH TO CULTURE, FOCUSING ON INTERACTION BETWEEN CULTURE AND ENVIRONMENT WITH SOLVES UNIVERSAL PROBLEMS IN A VARIETY OF WAYS. | 01978 14<br>01978 15<br>01978 16 |
| *PREREQUISITE | GENERAL UNDERGRADUATE BACKGROUND IN GEOGRAPHY, BIOLOGY AND SOCIAL SCIENCE. MODULES 1955, 1963, 1966, 1968-1969, 1972-1974 | 01978 17<br>01978 18<br>01978 19 |
| *EXPERIENCE | READ MARSHALL SAHLINS [CULTURE AND ENVIRONMENT[ IN SOL TAX ED.+ HORIZONS IN ANTHROPOLOGY ALDINE, CHICAGO 1964 PP 132-147 | 01978 11<br>01978 12<br>01978 13 |
| *SETTING | INDEPENDENT COLLEGE | 01978 10 |

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|---|---|---|
| *MATERIALS | BLANK | 01978 5 |
| *LEVEL | ALL GRADES | 01978 8 |
| *GENERAL | SPECIALIST | 01978 7 |
| *HOURS | 2 | 01978 6 |
| *EVALUATION | MODULES 1980-1982 | 01978 20 |
| *FILE | CULTURE ENVIRONMENT ADAPTATION | 01978 9 |

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|---|---|---|
| *OBJECTIVES | TO SHOW HOW THE SEEMINGLY IRRATIONAL CAN BE EXPLAINED IN RATIONAL CULTURAL TERMS, TO POINT UP THE DANGERS OF ETHNOCENTRISM IN INTERPRETING EXOTIC CUSTOMS. | 01979 15<br>01979 16<br>01979 17 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 01979 18 |
| *EXPERIENCE | READ MARVIN HARRIS (THE MYTH OF THE SACRED COW) IN ANTHONY LEEDS AND ANDREW VAYDA (EDS.) MAN CULTURE AND ANIMALS: THE ROLE OF ANIMALS IN HUMAN ECOLOGICAL ADJUSTMENT AAAS WASHINGTON, D.C. 1965. | 01979 11<br>01979 12<br>01979 13<br>01979 14 |
| *SETTING | INDEPENDENT COLLEGE | 01979 10 |
| *MATERIALS | BLANK | 01979 5 |
| *LEVEL | ALL GRADES | 01979 8 |
| *GENERAL | SPECIALIS | 01979 7 |
| *HOURS | 1 | 01979 6 |
| *EVALUATION | MODULES 1980-1982 | 01979 19 |
| *FILE | CULTURE ECOLOGY INTERPRETATION | 01979 9 |

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| *OBJECTIVES | TO INTRODUCE HOW THE SEEMINGLY IRRATIONAL CAN BE EXPLAINED IN RATIONAL CULTURAL TERMS. TO POINT UP THE DANGERS OF ETHNOCENTRISM IN ITERPRETING EXOTIC CUSTOMS. | 01980 13<br>01980 14<br>01980 15 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 01980 16 |
| *EXPERIENCE | READ OMAR K. MOORE (DIVINATION: A NEW PERSPECTIVE- AMERICAN ANTHROPOLOGIST 59:69-74, 1957. | 01980 11<br>01980 12 |
| *SETTING | INDEPENDENT COLLEGE | 01980 10 |
| *MATERIALS | BLANK | 01980 5 |
| *LEVEL | ALL GRADES | 01980 8 |
| *GENERAL | SPECIALIST | 01980 7 |
| *HOURS | 1 | 01980 6 |
| *EVALUATION | MODULES 1980-1982 | 01980 17 |
| *FILE | CULTURE ECOLOGY INTERPRETATION | 01980 9 |

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|---|---|---|
| *OBJECTIVES | USE A CASE STUDY OF THE INTERACTION BETWEEN CULTURE AND ENVIRONMENT WHICH CAN BE USED FOR TEACHING. | 01981 18<br>01981 19 |
| *PREREQUISITE | ALL PREVIOUS MODULES UNDERGRADUATE BACKGROUND IN GEOGRAPHY, SOCIAL SCIENCE | 01981 20<br>01981 21 |
| *EXPERIENCE | LISTEN TO THE RECORD (SURVIVAL: A STUDY IN TECHNOLOGY) IN VOL. 10 OF THE SERIES WAYS OF MANKIND , NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, 14 GREGORY HALL, U. OF ILL. URBANA 61801 USING THE RECORD AND MATERIALS FROM MODULES 1978-80 PREPARE A CLASSROOM DISCUSSION OF CULTURE AS A MEANS BY WHICH PEOPLE ADAPT TO THEIR ENVIRONMENTS. | 01981 11<br>01981 12<br>01981 13<br>01981 14<br>01981 15<br>01981 16<br>01981 17 |
| *SETTING | INDEPENDENT COLLEGE | 01981 10 |
| *MATERIALS | BLANK | 01981 5 |
| *LEVEL | ALL GRADES | 01981 8 |
| *GENERAL | SPECIALIST | 01981 7 |
| *HOURS | 2 | 01981 6 |
| *EVALUATION | MODULES 1982-1983 | 01981 22 |
| *FILE | TECHNOLOGY CULTURE ADAPTATION | 01981 9 |

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| *OBJECTIVES | TEST STUDENTS ABILITY TO INTEGRATE MATERIALS AND UTILIZE | 01982 14 |
| | THEM IN TEACHING. | 01982 15 |
| *PREREQUISITE | ALL PREVIOUS MODULES TEACHING EXPERIENCE. | 01982 16 |
| *EXPERIENCE | PLAY THE RECORD [SURVIVAL: A STUDY IN TECHNOLOGY[ FOR A | 01982 11 |
| | CLASS AND LEAD A DISCUSSION OF CULTURE AS AN ADAPTIVE | 01982 12 |
| | SYSTEM BASED ON THE PREPRATORY MATERIAL FROM MODULE 1981. | 01982 13 |
| *SETTING | OTHER ≥SPECIFY+ CLASS | 01982 10 |
| *MATERIALS | RECORD [SURVIVAL:A STUDY IN TECNOLOGY[ AUDIO EQUIPMENT. | 01982 5 |
| *LEVEL | GRADES 5-8 | 01982 8 |
| *GENERAL | SPECIALIST | 01982 7 |
| *HOURS | 2 | 01982 6 |
| *EVALUATION | EVALUATION BY TEACHING SUPERVISOR | 01982 17 |
| *FILE | TECHNOLOGY CULTURE ADAPTATION | 01982 9 |

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| *OBJECTIVES | TO UTILIZE PREVIOUSLY DEVELOPED SKILLS IN TERMS OF AN | 01983 14 |
| | EXTENDED CASE CASE STUDY. | 01983 15 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 01983 16 |
| *EXPERIENCE | SHOW THE FILM [THE HUNTERS[ TO A CLASS, USE IT TO CONTINUE | 01983 11 |
| | THE DISCUSSION OF THE RELATIONSHIP BETWEEN CULTURE, | 01983 12 |
| | TECHNOLOGY AND ENVIRONMENT BEGUN IN MODULE 1982 | 01983 13 |
| *SETTING | OTHER ≥SPECIFY+ CLASS | 01983 10 |
| *MATERIALS | FILM [THE HUNTERS[ CONTEMPORARY FILMS AUDIO-VISUAL | 01983 5 |
| | EQUIPMENT. | 01983 |
| *LEVEL | ALL GRADES | 01983 8 |
| *GENERAL | SPECIALIST | 01983 7 |
| *HOURS | 3 | 01983 6 |
| *EVALUATION | EVALUATION ON THE PART OF TEACHING SUPERVISOR | 01983 17 |
| *FILE | TECHNOLOGY ECOLOGY HUNTING | 01983 9 |

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| *OBJECTIVES | TO INTRODUCE CONCEPTS USED IN THE STUDY OF SOCIAL | 01984 14 |
| | ORGANIZATION AND INTEGRATE THEM WITH THOSE USED IN THE | 01984 15 |
| | ANALYSIS OF CULTURE. | 01984 16 |
| *PREREQUISITE | ALL PREVIOUS MODULES UNDERGRADUATE SOCIAL SCIENCE. | 01984 17 |
| *EXPERIENCE | READ WALTER W. GOLDSCHMIDT [THE SOCIAL IMPERATIVES[ | 01984 11 |
| | CHAPTER 3 OF MANS WAY: A PREFACE TO THE UNDERSTANDING OF | 01984 12 |
| | HUMAN SOCIETY WORLD PUB. CO. CLEVELAND 1959 | 01984 13 |
| *SETTING | INDEPENDENT COLLEGE | 01984 10 |
| *MATERIALS | BLANK | 01984 5 |
| *LEVEL | ALL GRADES | 01984 8 |
| *GENERAL | SPECIALIST | 01984 7 |
| *HOURS | 2 | 01984 6 |
| *EVALUATION | MODULES 1986-1987 | 01984 18 |
| *FILE | CULTURE SOCIETY SOCIAL ORGANIZ. | 01984 9 |

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| *OBJECTIVES | TO ADD CONCRETE ILLUSTRATIONS TO MATERIAL OF MODULE 1984 | 01985 16 |
| *PREREQUISITE | MODULE 1984, GENERAL UNDERGRADUATE SOCIAL SCIENCE. | 01985 17 |
| *EXPERIENCE | LISTEN TO RECORD [ALL THE WORLDS A STAGE: STATUS AND ROLE[ | 01985 11 |
| | IN VOL.2 OF THE WAYSS OF MANKIND, NATIONAL ASSOCIATION OF | 01985 12 |
| | EDUCATIONAL BROADCASTERS, 14 GREGORY HALL, UNIVERSITY OF | 01985 13 |
| | ILLINOIS, URBANA, ILLINOIS 61801 INTEGRATE AND RELATE THIS | 01985 14 |
| | MATERIAL WITH THAT OF MODULE 1984 | 01985 15 |
| *SETTING | INDEPENDENT COLLEGE | 01985 10 |
| *MATERIALS | RECORD [ALL THE WOLDS A STAGE: STAUS AND ROLE[ AUDIO | 01985 5 |
| | EQUIPMENT. | 01985 |
| *LEVEL | GRADES 5-8 | 01985 8 |
| *GENERAL | SPECIALIST | 01985 7 |
| *HOURS | 1 | 01985 6 |
| *EVALUATION | MODULES 1986-1987 | 01985 18 |
| *FILE | STATUS ROLE SOC. STRUCT. | 01985 9 |

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| *OBJECTIVES | APPLY CONCEPTS USED IN THE ANALYSIS OF CULTURE AND SOCIETY | 01986 18 |
| | TO AN EXTENDED CASE. STUDENT SHOULD BE ABLE TO SEE | 01986 19 |
| | RELEVANCE OF PREVIOUS MATERIALS AND APPLY THEM | 01986 20 |
| | INDEPENDANTLY. | 01986 21 |
| | | 01986 22 |
| *PREREQUISITE | ALL PREVIOUS MODULE | 01986 11 |
| *EXPERIENCE | READ PHILLIP L. NEWMAN KNOWING THE GURURUMBA HOLT,RINEHART | 01986 12 |
| | AND WINSTON NEW YORK 1965 DISCUSS IN A SYSTEMATIC MANNER: | 01986 13 |
| | 1. HOW THE SOCIAL IMPERATIVES OF GOLDSCHMIDT ARE MET BY | 01986 14 |
| | THE GURURUMBA. 2. HOW ARE THEY MET IN OUR OWN SOCIETY^ | 01986 15 |
| | 3. WHAT CONTRASTS ARE THERE IN THE IMPORTANT SOCIAL GROUPS | 01986 16 |
| | IN THE TWO SOCIETIES^ 4. WHAT STATUSES ARE STRESSED AND | 01986 17 |
| | HOW ARE THE INTERLINKED ONE WITH ANOTHER^ | 01986 10 |
| *SETTING | INDEPENDENT COLLEGE | 01986 5 |
| *MATERIALS | BLANK | 01986 8 |
| *LEVEL | GRADES 5-8 | 01986 7 |
| *GENERAL | SPECIALIST | 01986 6 |
| *HOURS | 5 | 01986 23 |
| *EVALUATION | EVALUATION ON THE PART OF DISCUSS LEADER | 01986 9 |
| *FILE | SOC. STRUCT. CULTURE SOC. IMPERAT. | |

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| *OBJECTIVES | TO HAVE THE STUDENT TREAT CULTURE AS A SET OF VALUES AS | 01987 16 |
| | CLOSELY CONECTED TO STATUS, ROLE AND SOCIEL ORGANIZARTION. | 01987 17 |
| *PREREQUISITE | ALL PREVIOUS MODULES GENERAL UNDERGRADUATE BACKGROUND IN | 01987 18 |
| | SOCIAL SCIENCE. | 01987 19 |
| *EXPERIENCE | USING THE RECORD [ALL THE WORLDS A STAGE[ AND MAKING | 01987 11 |
| | REFERENCE TO THE MATERIALS IN THE FILM [THE HUNTERS[ AND | 01987 12 |
| | THE BOOK ON THE GURURUMBA AS WELL AS AMERICAN SOCIETY, | 01987 13 |
| | LEAD A CLASS DISCUSSION FOCUSING UPON STATUS, ROLE AND | 01987 14 |
| | SOCIAL ORGANIZATION. | 01987 15 |
| *SETTING | OTHER ≥SPECIFY+ CLASS | 01987 10 |
| *MATERIALS | BLANK | 01987 5 |
| *LEVEL | GRADES 5-8 ALL GRADES | 01987 8 |
| *GENERAL | SPECIALIST | 01987 7 |
| *HOURS | 3 | 01987 6 |
| *EVALUATION | EVALUATION ON THE PART OF TEACHING SUPERVISOR. | 01987 20 |
| *FILE | STATUS ROLE SOCIETY | 01987 9 |

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| *OBJECTIVES | TO HAVE THE STUDENT LEARN ABOUT A FINAL DIMENSION OF | 01988 16 |
| | CULTURE- AS A SYMBOLIC SYSTEM REPRESENTED IN MYTH ABD | 01988 17 |
| | RITUAL. | 01988 18 |
| *PREREQUISITE | ALL PREVIOUS MODULES GENERAL UNDERGRADUATE BACKGROUND IN | 01988 19 |
| | THE SOCIAL SCIENCE AND THE HUMANITIES. | 01988 20 |
| *EXPERIENCE | READ W.LLOYD WARNER [AN AMERICAN SACRED CEREMONY[ CHAPTER | 01988 11 |
| | 1 OF AMERICAN LIFE: DREAM AND REALITY ERIC WOLF [SANTA | 01988 12 |
| | CLAUS: NOTES ON A COLLECTIVE REPRESENTATION[ IN | 01988 13 |
| | ROBERT A. MANNERS ≥ED.+ PROCESS AND PATTERN IN CULTURE | 01988 14 |
| | PP. 147-155 ALDINE, CHICAGO 1964 | 01988 15 |
| *SETTING | INDEPENDENT COLLEGE | 01988 10 |
| *MATERIALS | BLANK | 01988 5 |
| *LEVEL | GRADES 5-8 | 01988 8 |
| *GENERAL | SPECIALIST | 01988 7 |
| *HOURS | 2 | 01988 6 |
| *EVALUATION | MODULE 1989. | 01988 21 |
| *FILE | CULTURE SYMBOLS MEANINGS | 01988 9 |

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| *OBJECTIVES | TO GIVE THE STUDENT A FINAL OPPORTUNITY TO INTEGRATE AND | 01989 14 |
| | EVALUATE HIS UNDERSTANDING OF THE VARIOUS DIMENSIONS OF CULTURE. | 01989 15<br>01989 16<br>01989 17 |
| *PREREQUISITE | ALL PREVIOUS MODULES. | 01989 11 |
| *EXPERIENCE | USING WARNER, WOLF, AND NEWMAN ON GURJRUMPA RITUAL, DISCUSS CULTURE AS A SET OF SYMBOLIC STATEMENTS AND ACTIVITIES ABOUT MAN, SOCIETY AND ENVIRONMENT. | 01989 12<br>01989 13<br>01989 19 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ COLLEGE | 01989 5 |
| *MATERIALS | BLANK | 01989 8 |
| *LEVEL | BLANK | 01989 7 |
| *GENERAL | SPECIALIST | 01989 6 |
| *HOURS | 1 | 01989 18 |
| *EVALUATION | EVALUATION ON THE PART OF DISCUSSION LEADER. | 01989 9 |
| *FILE | CULTURE SYMBOLS SOCIETY | |

ECONOMICS

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| *OBJECTIVES | THE STUDENT CAN IDENTIFY AND DISTINGUISH BETWEEN THE | 02119 | 15 |
| | SEVERAL ASPECTS OF A SOCIAL PROBLEM. | 02119 | 16 |
| | | 02119 | 17 |
| *PREREQUISITE | NONE | | |
| *EXPERIENCE | THE STUDENT SELECTS A SOCIAL PROBLEM AND INDICATES HOW IT | 02119 | 11 |
| | MIGHT BE ANALYZED FROM THE POINT OF VIEW OF 1. THE | 02119 | 12 |
| | ECONOMIST, 2. THE SOCIOLOGIST, 3. THE POLITICAL SCIENTIST, | 02119 | 13 |
| | 4. THE PSYCHOLOGIST. | 02119 | 14 |
| *SETTING | INDEPENDENT | 02119 | 10 |
| *MATERIALS | NONE | 02119 | 5 |
| *LEVEL | ALL GRADES | 02119 | 8 |
| *GENERAL | SPECIALIST | 02119 | 7 |
| *HOURS | 1 | 02119 | 6 |
| *EVALUATION | EXAMINE PAPER FOR IDENTIFICATION OF THE VARIOUS ASPECTS | 02119 | 18 |
| | OF THE PROBLEM SELECTED. | 02119 | 19 |
| *FILE | SOCIAL SCIENCE ECONOMICS ANALYSIS | 02119 | 9 |

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| *OBJECTIVES | STUDENT CAN DESCRIBE THE ECONOMIC PROBLEM OF SCARCITY. | 02120 | 18 |
| | CAN DESCRIBE PRODUCTION POSSIBILITY CURVE. CAN DEFINE | 02120 | 19 |
| | MEANING OF OPPORTUNITY COST. | 02120 | 20 |
| | | 02120 | 21 |
| *PREREQUISITE | MODULE 2119 | | |
| *EXPERIENCE | DISCUSS PROBLEM OF SCARCITY AS THE CENTRAL ECONOMIC | 02120 | 11 |
| | PROBLEM USE PRODUCTION POSSIBILITY CURVES TO ILLUSTRATE | 02120 | 12 |
| | NECESSITY OF MAKING CHOICES IN SITUATIONS OF LIMITED | 02120 | 13 |
| | RESOURCES. DISCUSS NECESSITY OF SACRIFICING CURRENT | 02120 | 14 |
| | CONSUMPTION IN ORDER TO INCREASE FUTURE ECONOMIC RESOURCES | 02120 | 15 |
| | AND THEREBY INCREASE FUTURE CONSUMPTION. DISCUSS MEANING | 02120 | 16 |
| | OF OPPORTUNITY COST, USING PRODUCTION POSSIBILITY CURVES. | 02120 | 17 |
| *SETTING | LARGE GROUP COLLEGE | 02120 | 10 |
| *MATERIALS | NONE | 02120 | 5 |
| *LEVEL | ALL GRADES | 02120 | 8 |
| *GENERAL | SPECIALIST | 02120 | 7 |
| *HOURS | 2 | 02120 | 6 |
| *EVALUATION | COMPARE A SIMPLE ECONOMY IN TWO PERIODS IN THE CASE 1. THE | 02120 | 22 |
| | SOCIETY SACRIFICES CONSUMPTION GOODS IN THE FIRST PERIOD | 02120 | 23 |
| | IN ORDER TO INCREASE ITS PRODUCTION OF CAPITAL GOODS, AND | 02120 | 24 |
| | 2. THE SOCIETY DOES NOT SACRIFICE CONSUMPTION GOODS IN THE | 02120 | 25 |
| | FIRST PERIOD. | 02120 | 26 |
| *FILE | SCARCITY PRODUCTION POSSIBILITIES OPPORTUNITY COST | 02120 | 9 |

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| *OBJECTIVES | STUDENT DESCRIBES SPECIALIZATION. STUDENT DEFINES CAPITAL | 02121 | 21 |
| | AS AN ECONOMIST DOES. | 02121 | 22 |
| | | 02121 | 23 |
| *PREREQUISITE | MODULE 2120 | | |
| *EXPERIENCE | VIEW FILM (THE BAKERY). DISCUSS SPECIALIZATION AND | 02121 | 11 |
| | DIVISION OF LABOR. DISCUSS THE USE OF CAPITAL =PLANT, | 02121 | 12 |
| | EQUIPMENT, MACHINERY, ETC. IN PRODUCTION AND ITS EFFECT ON | 02121 | 13 |
| | INCREASING OUTPUT. DISCUSS THE FACT THAT CAPITAL IS GOODS | 02121 | 14 |
| | PRODUCED BY SOCIETY TO BE USED IN FUTURE PRODUCTION, IT | 02121 | 15 |
| | INVOLVES A TIME-CONSUMING METHOD OF PRODUCTION BECAUSE | 02121 | 16 |
| | CAPITAL MUST FIRST BE PRODUCED BEFORE IT CAN BE USED TO | 02121 | 17 |
| | PRODUCE CONSUMER GOODS, AND CURRENT CONSUMPTION MUST BE | 02121 | 18 |
| | POSTPONED =SACRIFICED. IF RESOURCES ARE TO BE USED TO | 02121 | 19 |
| | PRODUCE CAPITAL GOODS. | 02121 | 20 |
| *SETTING | LARGE GROUP COLLEGE | 02121 | 10 |
| *MATERIALS | FILM (THE BAKERY) | 02121 | 5 |
| *LEVEL | ALL GRADES | 02121 | 8 |
| *GENERAL | SPECIALIST | 02121 | 7 |
| *HOURS | 1 | 02121 | 6 |
| *EVALUATION | DEFINE SPECIALIZATION, CAPITAL. DESCRIBE THREE | 02121 | 24 |
| | CHARACTERISTICS OF PRODUCTION WITH CAPITAL GOODS. | 02121 | 25 |
| *FILE | SPECIALIZATION CAPITAL DIVISION OF LABOR | 02121 | 9 |

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| *OBJECTIVES | THE STUDENT DIFFERENTIATES BETWEEN A MODEL AND THE REAL WORLD. THE STUDENT CAN STATE REASONS WHY A SIMPLE MODEL IS USEFUL IN DEVELOPING EXPLANATIONS OF BEHAVIOR ≥THEORIES≤. | 02122 18<br>02122 19<br>02122 20<br>02122 21 |
| *EXPERIENCE | TO INTRODUCE THE STUDENT TO THE CONCEPT OF A MODEL, AND ITS USE, A FILM DEPICTING MANY TYPES OF MODELS AND THEIR RELATIONSHIP TO THE REAL THING WOULD BE VALUABLE. IF SUCH A FILM WERE AVAILABLE THE STUDENT WOULD VIEW THE FILM, THEN DISCUSS THE NATURE OF A MODEL, AND THE NECESSITY FOR ABSTRACTING FROM REALITY IN BUILDING THEORY. DISCUSS A SIMPLE MODEL OF A MARKET ECONOMY. | 02122 11<br>02122 12<br>02122 13<br>02122 14<br>02122 15<br>02122 16<br>02122 17 |
| *SETTING | LARGE GROUP COLLEGE | 02122 10 |
| *MATERIALS | FILM. | 02122 5 |
| *LEVEL | ALL GRADES | 02122 8 |
| *GENERAL | SPECIALIST | 02122 7 |
| *HOURS | 1 | 02122 6 |
| *PREREQUISITE | MODULE 2121 | 02122 22 |
| *EVALUATION | STUDENT DESCRIBES A MODEL AND SHOWS HOW TO EVALUATE WHETHER IT IS GOOD OR POOR. | 02122 23<br>02122 24 |
| *FILE | MODEL MARKET ECONOMY THEORY BUILDING | 02122 9 |

~~*ABSTRACT~~

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| *OBJECTIVES | STUDENT CAN DEMONSTRATE HOW PRICES SERVE TO ALLOCATE RESOURCES, USING A SIMPLE COMPETITIVE MODEL. | 02123 16<br>02123 17<br>02123 18 |
| *PREREQUISITE | MODULE 2122 | 02123 11 |
| *EXPERIENCE | DISCUSS A SIMPLE MODEL OF A MARKET ECONOMY. DEFINE PERFECT COMPETITION. USE THE MODEL TO SHOW HOW, GIVEN COMPETITION, PRICES SERVE TO ALLOCATE PRODUCTION OF GOODS AND USE OF RESOURCES, AND SHOW HOW THIS DETERMINES THE INCOME OF THE OWNES OF RESOURCES | 02123 12<br>02123 13<br>02123 14<br>02123 15 |
| *SETTING | LARGE GROUP COLLEGE | 02123 10 |
| *MATERIALS | NONE | 02123 5 |
| *LEVEL | ALL GRADES | 02123 8 |

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| *OBJECTIVES | STUDENT PARTICIPATES IN A TRADING SITUATION AND DISCOVERS THAT A PRICE TENDS TO BE SET. STUDENT CAN DESCRIBE DEMAND SUPPLY, EQUILIBRIUM IN PRICE, PERFECT COMPETITION, CAN COMPARE A MOVEMENT ALONG A DEMAND OR SUPPLY CURVE WITH A SHIFT IN A CURVE. | 02124 24<br>02124 25<br>02124 26<br>02124 27<br>02124 28<br>02124 29 |
| *PREREQUISITE | MODULE 2123 | 02124 11 |
| *EXPERIENCE | CLASS PLAYS GAME OF [WHEAT MARKET], WITH STUDENTS BUYING AND SELLING AS DIRECTED. INSTRUCTOR RECORDS PRICES AS DEALS ARE MADE. STUDENTS DISCOVER THAT 1≤ A PRICE EMERGES 2≤ NOT ALL DEMANDERS CAN FIND SELLERS WILLING TO SELL AT PRICE DEMANDER IS INSTRUCTED TO PAY, 3≤ NOT ALL SELLERS CAN FIND BUYERS AT PRICE SELLER IS INSTRUCTED TO GET. GAME IS PLAYED FIRST UNDER RULES OF PERFECT COMPETITION.<br><br>SECOND AND THIRD GAMES CAN BE PLAYED WITH NEW INSTRUCTIONS REPRESENTING SHIFTS IN DEMAND ← THEM IN SUPPLY CURVES. THEN RULES OF PERFECT COMPETITION CAN BE RELAXED. FOLLOW UP DISCUSSION ON DEMAND, SUPPLY, EQUILIBRIUM PRICE UNDER PERFECT COMPETITION. FURTHER DISCUSSION ON CHANGES ≥SHIFTS, IN DEMAND AND SUPPLY. | 02124 12<br>02124 13<br>02124 14<br>02124 15<br>02124 16<br>02124 17<br><br>02124 18<br>02124 19<br>02124 20<br>02124 21<br>02124 22<br>02124 23 |
| *SETTING | LARGE GROUP COLLEGE | 02124 10 |
| *MATERIALS | INSTURCTIONS FOR BUYERS AND SELLERS | 02124 5 |
| *LEVEL | ALL GRADES | 02124 8 |
| *GENERAL | SPECIALIST | 02124 7 |
| *HOURS | 3 | 02124 6 |
| *EVALUATION | DEFINE SUPPLY, DEMAND. GIVEN SUPPLY AND DEMAND SCHEDULES. STUDENT CAN FIND EQJILIBRIUM PRICE. DEFINE RERFECT COMPETITION. | 02124 30<br>02124 31<br>02124 32 |
| *FILE | SUPPLY AND DEMAND MARKET ECONOMY PERFECT COMPETITION | 02124 9 |

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| *OBJECTIVES | THIS EXPERIENCE SHOULD REINFORCE STUDENTS ABILITY TO DESCRIBE SUPPLY, DEMAND, EQUILIBRIUM PRICE, PERFECT COMPETITION, AND TO DISTINGUISH BETWEEN SHIFTS IN DEMAND SUPPLY CURVES AND MOVEMENTS ALONG DEMAND AND SUPPLY CURVES. | 02125 13<br>02125 14<br>02125 15<br>02125 16<br>02125 17<br>02125 18 |
| *PREREQUISITE | MODULE 2124 | 02125 11 |
| *EXPERIENCE | STUDENT INDEPENDENTLY WORKS THROUGH RENWICK AND FELS PROGRAMMED TEXT. SUPPLY AND DEMAND | 02125 12<br>02125 10 |
| *SETTING | INDEPENDENT COLLEGE | 02125 5 |
| *MATERIALS | RENWICK AND TELS. SUPPLY AND DEMAND, A PROGRAMMED TEXT. | 02125 8 |
| *LEVEL | ALL GRADES | 02125 7 |
| *GENERAL | SPECIALIST | 02125 6 |
| *HOURS | 3 | 02125 19 |
| *EVALUATION | DESCRIBE AND GRAPH GIVEN DEMAND AND SUPPLY SCHEDULES. DEMAND CURVE, SUPPLY, EQUILIBRIUM PRICE. IN WORDS AND ON GRAPH SHOW EFFECT OF A RIGHTWARD ≥LEFTWARD↑ SHIFT IN DEMAND ≥SUPPLY↑ SCHEDULE. | 02125 20<br>02125 21<br>02125 22 |
| *FILE | SUPPLY AND DEMAND CHANGE IN DEMAND/SUPPLY GRAPH | 02125 9 |

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| *OBJECTIVES | CONTRAST ELASTIC DEMAND AND INELESTIC DEMAND. DESCRIBE ELASTICITY OF SUPPLY: SHOW HOW AND WHY IT CHANGES OVER TIME. | 02126 15<br>02126 16<br>02126 17<br>02126 18 |
| *PREREQUISITE | MODULE 2125 | 02126 11 |
| *EXPERIENCE | DEFINE ELASTICITY OF DEMAND: SENSITIVITY OF DEMAND TO A CHANGE IN PRICE. DESCRIBE ELASTIC DEMAND AND INELASTIC DEMAND. DISCUSS EFFECT OF ATAX IN CASE OF ELASTIC AND IN CASE OF INELASTIC DEMAND. DEFINE ELASTICITY OF SUPPLY. | 02126 12<br>02126 13<br>02126 14 |
| *SETTING | LARGE GROUP COLLEGE | 02126 10 |
| *MATERIALS | NONE | 02126 5 |
| *LEVEL | ALL GRADES | 02126 8 |
| *GENERAL | SPECIALIST | 02126 7 |
| *HOURS | 3 | 02126 6 |
| *EVALUATION | COMPARE EFFECT OF INCREASE IN COST AND THEREFORE LEFTWARD SHIFT + SUPPLY CURVE↑ IN CASE OF ELASTIC DEMAND AND CASE OF INELASTIC DEMAND. DESCRIBE ELASTICITY OF SUPPLY IN 1↑ THE MARKET PERIOD, 2↑ THE SHORT RUN, 3↑ THE LONG RUN. | 02126 19<br>02126 20<br>02126 21<br>02126 22<br>02126 23 |
| *FILE | ELASTICITY DEMAND SUPPLY | 02126 9 |

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| *OBJECTIVES | STUDENT CAN APPLY HIS KNOWLEDGE OF THE THEORY OF DEMAND AND SUPPLY TO REAL SITUATIONS. | 02127 17<br>02127 18<br>02127 19 |
| *PREREQUISITE | MODULE 2126 | 02127 11 |
| *EXPERIENCE | STUDENT FINDS NEWSPAPER STORIES OR MAGAZINE ARTICLES THAT ILLUSTRATE DEMAND, SUPPLY, EQUILIBRIUM PRICE AND CHANGES IN DEMAND, SUPPLY, EQUILIBRIUM PRICE. STUDENT THEN DRAWS A GRAPH TO ILLUSTRATE EACH STORY AND EXPLAINS EACH GRAPH IN WORDS. STUDENT ALSO FINDS STORIES ILLUSTRATING CONCEPT OF ELASTICITY OF DEMAND, AND GRAPHS AND EXPLAINS THEM. | 02127 12<br>02127 13<br>02127 14<br>02127 15<br>02127 16 |
| *SETTING | INDEPENDENT COLLEGE | 02127 10 |
| *MATERIALS | NEWSPAPERS, NEWS MAGAZINES. | 02127 5 |
| *LEVEL | ALL GRADES | 02127 8 |
| *GENERAL | SPECIALIST | 02127 7 |
| *HOURS | 2 | 02127 6 |
| *EVALUATION | DISCUSS GRAPHS WITH TEACHER. | 02127 20 |
| *FILE | DEMAND SUPPLY EQUILIBRIUM PRICE | 02127 9 |

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| *OBJECTIVES | STUDENT CAN DESCRIBE MANNER IN WHICH RATIONAL CONSUMER ALLOCATES HIS EXRENDITURES AMONG PURCHASES. SO AS TO MAXIMIZE HIS UTILITY. | 02128 18<br>02128 19<br>02128 20<br>02128 21 |
| *PREREQUISITE | MODULE 2127 | 02128 11 |
| *EXPERIENCE | DISCUSS BASES OF CONSUMER DEMAND. DERIVE MARKET DEMAND CURVE FROM INDIVIDUAL DEMAND CURVES, DEFINE MARGINAL UTILITY. DEMONSTRATE CONSUMER EQUILIBRIUM: CONSUMER CANNOT REALLOCATE HIS EXPENDITURES IN SUCH A WAY AS TO ACHIEVE GREATER UTILITY IF HE IS CURRENTLY GETTING EQUAL MARGINAL UTILITIES FROM THE LAST DOLLAR SPENT ON EACH GOOD ≥OR SERVICE≤ HE IS PURCHASING. | 02128 12<br>02128 13<br>02128 14<br>02128 15<br>02128 16<br>02128 17 |
| *SETTING | LARGE GROUP COLLEGE | 02128 10 |
| *MATERIALS | NONE | 02128 5 |
| *LEVEL | ALL GRADES | 02128 8 |
| *GENERAL | SPECIALIST | 02128 7 |
| *HOURS | 3 | 02128 6 |
| *EVALUATION | STUDENT CAN DESCRIBE HOW INDIVIDUAL WILL REDISTRIBUTE HIS EXPENDITURES WHEN PRICE OF ONE GOOD CHANGES. | 02128 22<br>02128 23 |
| *FILE | DEMAND MARGINAL UTILITY CONSUMER EQUILIBRIUM | 02128 9 |

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| *OBJECTIVES | STUDENT CAN DESCRIBE SUPPLY CURVE OF FIRM AS FIRMS MARGINAL COST CURVE≤ CAN DESCRIBE FIRMS EQUILIBRIUM OUTPUT ≥IN PERFECT COMPETITION≤≤ CAN DISTINGUISH BETWEEN SHORT RUN AND LONG RUN. | 02129 20<br>02129 21<br>02129 22<br>02129 23<br>02129 24 |
| *PREREQUISITE | MODULE 2128 | 02129 11 |
| *EXPERIENCE | DISCUSS COSTS≤ 1≤ AS REAL COST, OPPORTUNITY COST, 2≤ MARGINAL COST 3≤ FIXED, VARIABLE, TOTAL COSTS 4≤ AVERAGE FIXED, AVERAGE VARIABLE, AVG, TOTAL COSTS. DEMONSTRATE EQUILIBRIUM OF FIRM IN PERFECT COMPETITION: FIRM PRODUCES OUTPUT AT WHICH MARGINAL COST EQUALS PRICE. SHOW THIS IS BEST PROFIT POSITION DESCRIBE BREAK EVEN POINT AND SHUT DOWN POINT DISTINGUISH BETWEEN SHORT RUN LONG RUN EQUILIBRIUM. DESCRIBE ALLOCATIVE EFFICIENCY OF PERFECTLY COMPETITIVE MARKETS. | 02129 12<br>02129 13<br>02129 14<br>02129 15<br>02129 16<br>02129 17<br>02129 18<br>02129 19 |
| *SETTING | LARGE GROUP COLLEGE | 02129 10 |
| *MATERIALS | NONE | 02129 5 |
| *LEVEL | ALL GRADES | 02129 8 |
| *GENERAL | SPECIALIST | 02129 7 |
| *HOURS | 6 | 02129 6 |
| *EVALUATION | GIVEN DATA ON PRICE, MARGINAL COST SCHEDULE, STUDENT CAN DETERMINE FIRMS BEST PROFIT POSITION. | 02129 25<br>02129 26 |
| *FILE | COMPETITIVE EQUILIBRIUM MARGINAL COST SUPPLY | 02129 9 |

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| *OBJECTIVES | STUDENT CAN COMPARE PRICE AND OUTPUT OF FIRMS PRODUCING IDENTICAL PRODUCTS AND HAVING IDENTICAL DEMAND AND SUPPLY SCHEDULES BUT OPERATING 1≤ UNDER PERFECT COMPETITION AND 2≤ UNDER MONOPOLY. STUDENT CAN EXPLAIN THE DIFFERENCE. | 02130 17<br>02130 18<br>02130 19<br>02130 20<br>02130 21 |
| *PREREQUISITE | MODULE 2129 | 02130 11 |
| *EXPERIENCE | DEFINE IMPERFECT COMPETITION. DISTINGUISH BETWEEN MONOPOLY, MONOPOLISTIC COMPETITION AND OLIGOPOLY. DISCUSS EQUILIBRIUM OF FIRM UNDER MONOPOLY. DISCUSS REASONS FOR IMPERFECTIONS IN MARKETS. DESCRIBE PROBLEMS OF ANTI TRUST: REGULATION OF MONOPOLY AND MONOPOLIZATION OF MARKETS. | 02130 12<br>02130 13<br>02130 14<br>02130 15<br>02130 16 |
| *SETTING | LARGE GROUP COLLEGE | 02130 10 |
| *MATERIALS | NONE | 02130 5 |
| *LEVEL | ALL GRADES | 02130 8 |
| *GENERAL | SPECIALIST | 02130 7 |
| *HOURS | 4 | 02130 6 |
| *EVALUATION | DESCRIBE THREE KINDS OF IMPERFECT COMPETITION | 02130 22 |
| *FILE | MONOPOLY IMPERFECT COMPETITION OLIGOPOLY | 02130 9 |

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| *OBJECTIVES | STUDENT CAN EXPLAIN HOW PRICES DETERMINE THE ALLOCATION OF | 02131 15 |
| | PRODUCTIVE FACTORS TO VARIOUS USES, AND HOW FACTOR PRICES | 02131 16 |
| | DETERMINE DISTRIBUTION OF INCOME TO OWNERS OF FACTORS. | 02131 17 |
| | | 02131 18 |
| *PREREQUISITE | MODULE 2130 | |
| *EXPERIENCE | DEFINE MARGINAL PHYSICAL PRODUCT, PRODUCTION FUNCTIONS, | 02131 11 |
| | DERIVED DEMAND. DISCUSS DISTRIBUTION OF INCOME ACCORDING | 02131 12 |
| | TO MARGINAL PRODUCT OF FACTORS. DISCUSS BEST PROFIT AND | 02131 13 |
| | LEAST COST POSITIONS OF THE FIRM. | 02131 14 |
| *SETTING | LARGE GROUP COLLEGE | 02131 10 |
| *MATERIALS | NONE | 02131 5 |
| *LEVEL | ALL GRADES | 02131 8 |
| *GENERAL | SPECIALIST | 02131 7 |
| *HOURS | 2 | 02131 6 |
| *EVALUATION | DEFINE MARGINAL PHYSICAL PRODUCT. DESCRIBE FACTOR PRICING | 02131 19 |
| | ACCORDING TO MARGINAL PHYSICAL PRODUCT. DESCRIBE LEAST | 02131 20 |
| | COST AND BEST PROFIT POSITION OF FIRM. | 02131 21 |
| *FILE | INCOME DISTRIBUTION MARGINAL PRODUCT FACTOR PRICES | 02131 9 |

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| *OBJECTIVES | STUDENT CAN DESCRIBE FACTORS CAUSING WAGE DIFFERENTIALS | 02132 16 |
| | EVEN COMPETITIVE MARKETS. STUDENT CAN DESCRIBE FORCES | 02132 17 |
| | MAKING FOR IMPERFECT LABOR MARKETS. | 02132 18 |
| | | 02132 19 |
| *PREREQUISITE | MODULE 2131 | |
| *EXPERIENCE | VIEW FILMS 1† [WAGES[ A FIRST LOOK [ AND 2† [WAGES[ | 02132 11 |
| | CLOSER LOOK,[ FROM AMERICAN ECONOMY SERIES DISCUSS WAGE | 02132 12 |
| | DETERMINATION IN PERFECT COMPETITION, AND FACTORS CAUSING | 02132 13 |
| | WAGE DIFFERENTIALS. DISCUSS WAGE DETERMINATION IN | 02132 14 |
| | IMPERFECT MARKETS. | 02132 15 |
| *SETTING | LARGE GROUP COLLEGE | 02132 10 |
| *MATERIALS | NONE | 02132 5 |
| *LEVEL | ALL GRADES | 02132 8 |
| *GENERAL | SPECIALIST | 02132 7 |
| *HOURS | 3 | 02132 6 |
| *EVALUATION | DESCRIBE 3 CHARACTERISTICS OF A PERFECTLY COMPETITIVE | 02132 20 |
| | LABOR MARKET. DESCRIBE FOUR CAUSES OF WAGE DIFFERENTIALS | 02132 21 |
| *FILE | WAGES LABOR UNIONS | 02132 9 |

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|---|---|---|
| *OBJECTIVES | DEFINE ECONOMIC RENT. GIVE SIMPLE EXPLANATION OF HOW | 02133 13 |
| | INTEREST RATE DETERMINES QUANTITY OF SAVING 2CLASSICAL | 02133 14 |
| | THEORY†. DESCRIBE ECONOMISTS EXPLANATION OF PROFITS. | 02133 15 |
| | | 02133 16 |
| *PREREQUISITE | MODULE 2132 | |
| *EXPERIENCE | DEFINE ECONOMIC RENT DISCUSS SIMPLE CLASSICAL INTEREST | 02133 11 |
| | THEORY DISCUSS EXPLANATIONS FOR EXISTENCE OF PROFITS | 02133 12 |
| *SETTING | LARGE GROUP COLLEGE | 02133 10 |
| *MATERIALS | NONE | 02133 5 |
| *LEVEL | ALL GRADES | 02133 8 |
| *GENERAL | SPECIALIST | 02133 7 |
| *HOURS | 2 | 02133 6 |
| *EVALUATION | GIVE THREE EXPLANATIONS FOR THE EXISTENCE OF PROFITS GIVE | 02133 17 |
| | TWO EXAMPLES OF ECONOMIC RENT. DESCRIBE EFFECT ON | 02133 18 |
| | SAVINGS OF AN INCREASE IN INTEREST RATE. | 02133 19 |
| *FILE | PROFITS RENT INTEREST | 02133 9 |

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|---|---|---|
| *OBJECTIVES | DESCRIBE INCOME DISTRIBUTION. CONTRAST DISTRIBUTIVE JUSTICE ALLOCATIVE EFFICIENCY. | 02134 17<br>02134 18<br>02134 19 |
| *PREREQUISITE | MODULE 2133 | 02134 11 |
| *EXPERIENCE | REVIEW HOW PRICING ACCORDING TO MARGINAL PRODUCTS DETERMINE INCOME DISTRIBUTION. DESCRIBE PATTERN OF INCOME DISTRIBUTION IN U.S., AND CHANGES IN INCOME DISTRIBUTION OVER TIME. DISCUSS FACT THAT EFFICIENCY IN RESOURCE ALLOCATION NOT THE SAME THING AS JUSTICE IN INCOME DISTRIBUTION | 02134 12<br>02134 13<br>02134 14<br>02134 15<br>02134 16 |
| *SETTING | LARGE GROUP COLLEGE | 02134 10 |
| *MATERIALS | NONE | 02134 5 |
| *LEVEL | ALL GRADES | 02134 8 |
| *GENERAL | SPECIALIST | 02134 7 |
| *HOURS | 2 | 02134 6 |
| *EVALUATION | DESCRIBE HOW DISTRIBUTION OF INCOME IS DETERMINED. CONTRAST EFFICIENCY IN ALLOCATION OF RESOURCES WITH JUSTICE IN DISTRIBUTION OF INCOME. | 02134 20<br>02134 21<br>02134 22 |
| *FILE | INCOME DISTRIBUTION MARGINAL PRODUCTIVITY DISTRIBUTIVE JUSTICE | 02134 9<br>02134 |

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| *OBJECTIVES | STUDENT CAN DEFINE GROSS NATIONAL PRODUCT, NET NATIONAL PRODUCT, NATIONAL INCOME, PERSONAL INCOME, AND DISPOSABLE INCOME. | 02135 17<br>02135 18<br>02135 19<br>02135 20 |
| *PREREQUISITE | MODULES 2119-2123 | 02135 11 |
| *EXPERIENCE | VIEW FILM,[GROSS NATIONAL PRODUCT AND ITS COUSINS[ PART 1 AND PART 2, FROM THE AMERICAN ECONOMY SERIES. DISCUSS FACT THAT GNP CAN BE MEASURED BY FLOW OF PRODUCT OR BY FLOW OF INCOME. DEFINE GROSS NATIONAL PRODUCT, NET NATIONAL PRODUCT, NATIONAL INCOME, PERSONAL INCOME, DISPOSABLE INCOME. DESCRIBE TREATMENT OF INVENTORIES. | 02135 12<br>02135 13<br>02135 14<br>02135 15<br>02135 16<br>02135 17 |
| *SETTING | LARGE GROUP COLLEGE | 02135 10 |
| *MATERIALS | FILMS [GROSS NATIONAL PRODUCT AND ITS COUSINS, PART 1 AND PART 2[, FROM AMERICAN ECONOMY SERIES. | 02135 5<br>02135 |
| *LEVEL | ALL GRADES | 02135 8 |
| *GENERAL | SPECIALIST | 02135 7 |
| *HOURS | 4 | 02135 6 |
| *EVALUATION | GIVEN DATA, STUDENT CAN CALCULATE GROSS NATIONAL PRODUCT NET NATIONAL PRODUCT, NATIONAL INCOME, PERSONAL INCOME AND DISPOSIBLE INCOME. STUDENT CAN EXPLAIN WHY CALCULATION OF GNP BY FLOW OF PRODJCT OR BY FLOW OF INCOME YEILD IDENTICAL RESULTS. | 02135 21<br>02135 22<br>02135 23<br>02135 24<br>02135 25 |
| *FILE | GNP NET NATIONAL PRODUCT AMERICAN ECONOMY | 02135 9 |

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| *OBJECTIVES | STUDENT CAN CONTRAST EFFECT ON OUTPUT AND EMPLOYMENT OF HOUSEHOLD SAVINGS THAT ARE FULLY OFFSET BY EXPENDITURES IN OTHER SECTORS AND SAVINGS THAT ARE NOT FULLY OFFSET. | 02136 24<br>02136 25<br>02136 26 |
| *PREREQUISITE | MODULE 2135 | 02136 27 |
| *EXPERIENCE | DESCRIBE A SIMPLE MACRO ECONOMIC MODEL AND SHOW THAT IF HOUSEHOLDS RECEIVE ALL INCOME, IF BUSINESS RECEIVES DEPREACTION FUNDS AND GOVERNMENT INDIRECT TAXES AND IF EACH SECTOR ALWAYS SPENDS ALL OF ITS RECEIPTS, THEN THE LEVEL OF OUTPUT AND THEREFORE EMPLOYMENT WILL REMAIN PERFECTLY STABLE IN ALL PERIODS. THERE WILL BE NO FLUCTUATIONS IN THE LEVEL OF ECONOMIC ACTIVITY. THERE WILL ALSO BE NO ECONOMIC GROWTH BECAUSE THERE WILL BE NO CAPITOL ACCUMULATION. IF ONE SECTORSS EXPENDITURES ARE LESS THAN ITS RECEIPTS, ONE OR BOTH OF THE OTHER SECTORS MUST SPEND MORE THAN IT RECEIVES. THUS, IF HOUSEHOLDS SAVE, BUSINESS OR GOVERNMENT MUST SPEND MORE THAN THEIR RECEIPTS, TO AVOID FLJCTUATIONS. | 02136 11<br>02136 12<br>02136 13<br>02136 14<br>02136 15<br>02136 16<br>02136 17<br>02136 18<br>02136 19<br>02136 20<br>02136 21<br>02136 22<br>02136 23 |
| *SETTING | LARGE GROUP COLLEGE | 02136 10 |
| *MATERIALS | NONE | 02136 5 |
| *LEVEL | ALL GRADES | 02136 8 |
| *GENERAL | SPECIALIST | 02136 7 |
| *HOURS | 1 | 02136 6 |
| *EVALUATION | DESCRIBE EFFECT ON EMPLOYMENT OF HOUSEHOLD SAVING THAT ARE NOT OFFSET BY DEMAND IN EITHER THE BUSINESS OR GOVERNMENT SECTORS. | 02136 28<br>02136 29<br>02136 30 |
| *FILE | MODEL MACRO ECONOMICS FLUCTUATIONS | 02136 9 |

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| *OBJECTIVES | STUDENT CAN DEFINE CONSJMPTION, PROPENSITY TO CONSUME, MARGINAL PROPENSITY TO CONSUME. | 02137 14<br>02137 15 |
| *PREREQUISITE | MODULE 2136 | 02137 16 |
| *EXPERIENCE | DISCUSS CONSUMPTION, PROPENSITY TO CONSUME, MARGINAL PROPENSITY TO CONSUME. DISCUSS CROSS SECTIONAL AND TIME SERIES DATA ON CONSJMPTION BEHAVIOR IN U.S. | 02137 11<br>02137 12<br>02137 13 |
| *SETTING | LARGE GROUP COLLEGE | 02137 10 |
| *MATERIALS | NONE | 02137 5 |
| *LEVEL | ALL GRADES | 02137 8 |
| *GENERAL | SPECIALIST | 02137 7 |
| *HOURS | 2 | 02137 6 |
| *EVALUATION | DEFINE CONSUMPTION, PROPENSITY TO CONSUME, MARGINAL PROPENSITY TO CONSUME. | 02137 17<br>02137 18 |
| *FILE | CONSUMPTION MARGINAL PROPENSITY TO CONSUME PROPENSITY TO CONSUME | 02137 9<br>02137 |

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|---|---|---|
| *OBJECTIVES | DESCRIBE DETERMINANTS OF INVESTMENT. DESCRIBE EQUILIBRIUM INCOME. | 02138 15<br>02138 16 |
| *PREREQUISITE | MODULE 2137 | 02138 17 |
| *EXPERIENCE | DEFINE SAVING AND INVESTMENT. DISCUSS INSTABILITY OF SAVING, MOTIVATIONS TO INVEST. DISCUSS INCOME DETERMINATION: LEVEL OF EQUILIBRIUM INCOME DETERMINED AT THAT LEVEL AT WHICH SAVINGS AND INVESTMENT ARE EQUAL. | 02138 11<br>02138 12<br>02138 13<br>02138 14 |
| *SETTING | LARGE GROUP COLLEGE | 02138 10 |
| *MATERIALS | NONE | 02138 5 |
| *LEVEL | ALL GRADES | 02138 9 |
| *GENERAL | SPECIALIST | 02138 7 |
| *HOURS | 3 | 02138 6 |
| *EVALUATION | STUDENT CAN DEMONSTRATE WHY INCOME IS NOT AT EQUILIBRIUM LEVEL IF SAVING IS NOT EQUAL TO INVESTMENT. | 02138 18<br>02138 19 |

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| *OBJECTIVES | STUDENT CAN DESCRIBE MULTIPLIER, INFLATIONARY AND DEFLATIONARY GAPS. CAN APPLY ANALYSIS TO HYPOTHETICAL SITUATIONS. | 02139 15<br>02139 16<br>02139 17<br>02139 18 |
| *PREREQUISITE | MODULE 2138 | 02139 11 |
| *EXPERIENCE | DISCUSS EFFECTS OF CHANGES IN LEVEL OF INVESTMENT, THE MULTIPLIER. DESCRIBE GRAPHICALLY. INFLATIONARY AND DEFLATIONARY GAPS, EFFECTS OF CHANGES IN TAXES, IN LEVEL OF GOVERNMENT SPENDING. | 02139 12<br>02139 13<br>02139 14 |
| *SETTING | LARGE GROUP COLLEGE | 02139 10 |
| *MATERIALS | NONE | 02139 5 |
| *LEVEL | ALL GRADES | 02139 8 |
| *GENERAL | SPECIALIST | 02139 7 |
| *HOURS | 4 | 02139 6 |
| *EVALUATION | DESCRIBE THE MULTIPLIER. DESCRIBE AND ILLUSTRATE GRAPHICALLY THE EFFECTS OF 1* INCREASE IN THE LEVEL OF INVESTMENT, 2* AN INCREASE IN TAXES 3* AN INCREASE IN THE PROPENSITY TO SAVE. | 02139 19<br>02139 20<br>02139 21<br>02139 22 |
| *FILE | MULTIPLIER INCOME DETERMINATION INVESTMENT | 02139 9 |

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| *OBJECTIVES | STUDENT CAN EXPLAIN WHY MONEY HAS VALUE. CAN STATE QUANTITY THEORY AND DISCUSS ITS ASSUMPTIONS. | 02140 13<br>02140 14<br>02140 15 |
| *PREREQUISITE | MODULE 2139 | 02140 11 |
| *EXPERIENCE | DEFINE MONEY. DISCUSS WHY MONEY HAS VALUE. DISCUSS VELOCITY, STABILITY OF VELOCITY. DISCUSS QUANTITY THEORY | 02140 12 |
| *SETTING | LARGE GROUP COLLEGE | 02140 10 |
| *MATERIALS | NONE | 02140 5 |
| *LEVEL | ALL GRADES | 02140 8 |
| *GENERAL | SPECIALIST | 02140 7 |
| *HOURS | 2 | 02140 6 |
| *EVALUATION | STATE QUANTITY THEORY. ASSUME MINCREASED. SHOW RESULTS IN CASE WHERE VELOCITY IS STABLE, IN CASE WHERE VELOCITY CHANGES. | 02140 16<br>02140 17<br>02140 18 |
| *FILE | MONEY QUANTITY THEORY VELOCITY | 02140 9 |

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| *OBJECTIVES | STUDENT CAN EXPLAIN BANKS ROLE IN EXPANSION AND CONTRACTION OF MONEY SUPPLY. | 02141 12<br>02141 13<br>02141 14 |
| *PREREQUISITE | MODULE 2140 | 02141 11 |
| *EXPERIENCE | DISCUSS BANKING SYSTEM. DEMONSTRATE CREDIT EXPANSION. | 02141 10 |
| *SETTING | LARGE GROUP COLLEGE | 02141 5 |
| *MATERIALS | NONE | 02141 8 |
| *LEVEL | ALL GRADES | 02141 7 |
| *GENERAL | SPECIALIST | 02141 6 |
| *HOURS | 1 | 02141 15 |
| *EVALUATION | STUDENT CAN DETERMINE MAXIMUM CREDIT EXPANSION RESULTING FROM INJECTION OF NEW MONEY INTO BANKING SYSTEM. | 02141 16 |
| *FILE | COMMERCIAL BANKS CREDIT EXPANSION MONEY | 02141 9 |

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| *OBJECTIVES | STUDENT CAN STATE POLICY GOALS AND THE FRBSS TOOLS: OPEN MARKET OPERATIONS, REGULATION OF RESERVE REQUIREMENTS, DISCOUNT RATE. | 02142 15<br>02142 16<br>02142 17<br>02142 18 |
| *PREREQUISITE | MODULE 2141 | 02142 11 |
| *EXPERIENCE | DISCUSS FEDERAL RESERVE SYSTEM: BRIEF HISTORY, FUNCTIONS, POLICY GOALS, AND MAJOR WEAPONS AVAILABLE TO ACHIEVE THOSE GOALS. DISCUSS PROBLEM OF INCONSISTANT GOALS | 02142 12<br>02142 13<br>02142 14 |
| *SETTING | BLANK | 02142 10 |
| *MATERIALS | NONE | 02142 5 |
| *LEVEL | ALL GRADES | 02142 8 |
| *GENERAL | SPECIALIST | 02142 7 |
| *HOURS | 3 | 02142 6 |
| *EVALUATION | DESCRIBE POLICY GOALS OF FEDERAL RESERVE. DESCRIBE FRBSS MAJOR WEAPONS AND HOW THEY WORK TO ACHIEVE THE GOALS. | 02142 19<br>02142 20 |
| *FILE | FEDERAL RESERVE SYSTEM GOALS OF MONETARY POLICY OPEN MARKET OPERATIONS | 02142 9<br>02142 |

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*OBJECTIVES    DESCRIBE INGUIDITY PREFERENCE. MARGIVEL EFFICIENCY OF      02143 15
               INVESTMENT.  DESCRIBE HOW MONETACY POLICY CAN AFFECT NNP.  02143 16
*PREREQUISITE  MODULES 2142                                               02143 17
*EXPERIENCE    REVIEW INCOME DETERMNATIONS DISCUSS FIGUIDITY PREFERENCE.  02143 11
               MARGIVEL EFFICIENCY OF INVESTMENT.  DISCUSS EFFECT OF      02143 12
               INCREASE IN MONEY SJPPLY ON INTEREST KATES, INVESTMENT,    02143 13
               NNP AND EMPLOYMENT.                                        02143 14
*SETTING       LARGE GROUP  COLLEGE                                       02143 10
$MATERIALS     NONR                                                       02143  5
*LEVEL         ALL GRADES                                                 02143  8
*GENERAL       SPECIALIST                                                 02143  7
*HOURS         3                                                          02143  6
*EVALUATION    TRACE EFFECT ON NNP OF INCREASE IN MONEY SUPPLY THROUGH     02143 18
               REFERAL RESERVE OPEN MARKET OPERATIONS.                    02143 19
*FILE          MONETARY POLICY  FEDERAL RESERVE BOARD  INTEREST RATES.    02143  9
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*OBJECTIVES    BLANK                                                      02144 14
*PREREQUISITE  MODULE 2143                                                02144 15
*EXPERIENCE    DEFINE FISCAL POLICY.  DESCRIBE AUTOMATIC STABILIZERS      02144 11
               AND DISCRETIONARY FISCAL POLICY.  DESCRIBE EFFECT OF       02144 12
               FISCAL POLICY ON NNP AND ENPLOYMENT.                       02144 13
*SETTING       LARGE GROUP  COLLEGE                                       02144 10
*MATERIALS     NONE                                                       02144  5
*LEVEL         ALL GRADES                                                 02144  8
*GENERAL       SPECIALIST                                                 02144  7
*HOURS         3                                                          02144  6
*EVALUATION    CONTREST USE OF AUTOMATIC STABILIZERS AND DISCREGIMARY      02144 16
               FISCAL POLICY                                              02144 17
*FILE          FISCAL POLICY  UNEMPLOYMENT  AUTOMATIC STABILIZERS         02144  9
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*OBJECTIVES    STUDENTS CAN DESCRIBE DIFFERENT VIEWS ON EFFECTIVENESS OF  02145 16
               MONETARY AND FISCAL POLICY.                                02145 17

*PREREQUISITE  MODULES 2144                                               02145 18
*EXPERIENCE    VIEW FILM (CAN WE HAVE FULL EMPLOYMENT WITHOUT INFLATIONG[  02145 11
               MILTON FRIEDMAN AND PAUL SAMUELSON.  DISCUSS 2ND HOUR+     02145 12
               PROBLEM OF COMPATABILITY OF FULL EMPLOYMENT AND STABLE     02145 13
               PRICES.  DISCUSS FRIEDMANSS AND SAMUELSON VIEWS ON         02145 14
               RELATIVE EFFECTIVENESS OF MONETARY AND FISCAL POLICY.      02145 15
*SETTING       LARGE GROUP  COLLEGE                                       02145 10
*LEVEL         ALL GRADES                                                 02145  8
*GENERAL       SPECIALIST                                                 02145  7
*HOURS         2                                                          02145  6
*EVALUATION    CONTAST FRIEDMANSS AND SAMUELSONS VIEWS ON THE ROLE OF     02145 19
               GOVERNMENT IN AFFECTING ECONOMIC STABILITY, AND EXPLAIN     02145 20
               THEIR DIFFERENCES.                                         02145 21
*FILE          FISCAL POLICY  MONETERY POLICY  INFLATION                  02145  9
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| *OBJECTIVES | STUDENT CAN DESCRIBE FOREIGN EXHANGE RATES AND CAN DESCRIBE SUPPLY AND DEMAND DETERMIMENTS OF EXCHARGE RATES. STUDENT CAN DESCRIBE BALANCE OF PAYMENTS. | 02146 14<br>02146 15<br>02146 16<br>02146 17 |
| *PREREUISITE | BLANK | 02146 11 |
| *EXPERIENCE | DESCRIBE FOREIGN ECHANGE RATES AND EXHANGE RATES MECHENICS. DESCRIBE BALANCE OF PAYMENTS AND MECHANISM FOR BALANCING. | 02146 12<br>02146 13 |
| *SETTING | LARGE GROUP COLLEGE | 02146 10 |
| *MATERIALS | NONE | 02146 5 |
| *LEVEL | ALL GRADES | 02146 8 |
| *GENERAL | SPECIALIST | 02146 7 |
| *HOURS | 1 | 02146 6 |
| *EVALUATION | DESCRIBE 6 SOURCES OF SUPPLY AND DEMARD FOR FOREIGN EXCHANGES. DESCRIBE HOW A NATIONSS INTERNATIONAL ACCOUNT ARE BALANCE. | 02146 18<br>02146 19<br>02146 20 |
| *FILE | INTERNATIONAL TRADE FOREIGN EXCHANGE RATES BALANCE OF PAYMENTS | 02146 9<br>02146 |

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|---|---|---|
| *OBJECTIVES | STUDENT CAN EXPLAIN HOW TRADE BETWEEN 2 COUNTRIES CAN BRAKE BOTH BETTER OFF. | 02147 12<br>02147 13<br>02147 14 |
| *PREREQUISITE | MODULES 2146 | 02147 11 |
| *EXPERIENCE | DESCRIBE CONIPARETIVE ADVANTAGE | 02147 10 |
| *SETTING | LARGE GROUP COLLEGE | 02147 5 |
| *MATERIALS | NONE | 02147 8 |
| *LEVEL | ALL GRADES | 02147 7 |
| *GENERAL | SPECIALIST | 02147 6 |
| *HOURS | 3 | 02147 15 |
| *EVALUATION | LIST 3 CAUSES OF INTERNATIONAL TRADE. DESCRIBE HOW, WITH TRADE BETWEEN TWO COUNTRIES, EACH CAN BE OUT SIDE ITS PRODUCTION POSSIBILITY CARVE. | 02147 16<br>02147 17 |
| *FILE | INTERNATIONAL TRADE CONIPARETIVE ADVANTAGE | 02147 9 |

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|---|---|---|
| *OBJECTIVES | STUDENT CAN EVALUATE ARGUMENT FOR TARIFF PROTECTION | 02148 13<br>02148 14 |
| *PREREQUISITE | MODULE 2147 | 02148 11 |
| *EXPERIENCE | DESCRIBE ARGUMENIS INFLOOR OF AND APPOSED TO TARIFF PROTECTION | 02148 12 |
| *SETTING | LARGE GROUP | 02148 10 |
| *MATERIALS | NONE | 02148 5 |
| *LEVEL | ALL GRADES | 02148 8 |
| *GENERAL | SPECIALIST | 02148 7 |
| *HOURS | 1 | 02148 6 |
| *EVALUATION | STUDENT DISCUSS FOUR ARGUMENTS FOR TARIFF PROTECTION ≥PRO AND CON? | 02148 15<br>02148 16 |
| *FILE | INTERNATIONAL TRADE TARIFF CONIPARETIVE ADVANTAGE | 02148 9 |

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| *OBJECTIVES | DESCRIBE PROBLEM OF INTERNATIONAL LIGUIDITY DESCRIBE SOME PROPOSED SOLUTIONS. | 02149 13<br>02149 14<br>02149 15 |
| *PREREQUISITE | MODULE 2148 | 02149 11 |
| *EXPERIENCE | DISCUSS RECENT AND CURRENT PROBLEMS OF INTERNATIONAL FINCINCE. | 02149 12 |
| *SETTING | LARGE GROUP COLLEGE | 02149 10 |
| *MATERIALS | BLANK | 02149 5 |
| *LEVEL | ALL GRADES | 02149 8 |
| *GENERAL | SPECIALIST | 02149 7 |
| *HOURS | 3 | 02149 6 |
| *EVALUATION | DESCRIBE REASONS WHY THE WORLD HAS GONE FROM A DOLLAR SHORTAGE TO A DOLLAR GREAT. DESCRIBE SOME PROPOSED SOLUTIONS FOR THE INTERNATIONAL FINICAL PROBLEMS. | 02149 16<br>02149 17<br>02149 18 |
| *FILE | BLANK | 02149 9 |

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| *OBJECTIVES | SUTDENT CAN DESCRIBE EFFECT OF CAPITAL ACCUMULATION ON | 02150 16 |
| | INTEREST PROFITS AND WAGES AND CAN OFFER SOME EXPLANETION. | 02150 16 |
| | | 02150 17 |
| *PREREQUISITE | MODULE 2149 | |
| *EXPERIENCE | DEFINE ECONOMIC GROWTH DISCUSS EXPECTED EFFECT OF CAPITAL | 02150 11 |
| | ACCUMALATION ON INTEREST RATES, ACCORDING TO CLASSICAL | 02150 12 |
| | GROWTH THEORY. DISCUSS ACTUAL EXPERIENCE OF INTEREST RATES | 02150 13 |
| | ≥AND WAGES.9 DISCUSS EXPLANETIONS FOR BEHAVIOR OF | 02150 14 |
| | INTEREST AND PROFITS. | 02150 15 |
| | | 02150 10 |
| *SETTING | LARGE GROUP COLLEGE | 02150 5 |
| *MATERIALS | NONE | 02150 8 |
| *LEVEL | ALL GRADES | 02150 7 |
| *GENERAL | SPECIALIST | 02150 6 |
| *HOURS | 2 | |
| *EVALUATION | STUDENT CAN DESCRIBE EFFECT ON WAGES AND INTERES PROFITS | 02150 18 |
| | OF CAPITAL ACCAMULATION ON Y.S. | 02150 19 |
| *FILE | ECONOMIC GROWTH CAPITAL ACCUMALATION INTEREST RATES | 02150 9 |

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| *OBJECTIVES | STUDENT CAN STATE ARGJMENTS FOR AND AGAINST U.S. TRYING TO | 02151 13 |
| | ACHIEVE HIGHER RATE OF ECONOMIC GROWTH. | 02151 14 |
| | | 02151 15 |
| *PREREQUISITE | MODULE 2150 | |
| *EXPERIENCE | DISCUSS CURRENT PROBLEMS OF ECONOMIC GROWTH AND U.S. 1. IS | 02151 11 |
| | GORWTH RATE HIGH ENOUGH 2. CAN WE HAVE HIGH GWORTH RATE | 02151 12 |
| | AND PRICE STABILITY | 02151 13 |
| | | 02151 10 |
| *SETTING | LARGE GROUP COLLEGE | 02151 5 |
| *MATERIALS | NONE | 02151 8 |
| *LEVEL | ALL GRADES | 02151 7 |
| *GENERAL | SPECIALIST | 02151 6 |
| *HOURS | 2 | |
| *EVALUATION | DESCRIBE ARGUMENTS FOR AND AGAINST A HIGH RATE OF | 02151 16 |
| | ECONOMIC GROWTH. DESCRIBE FISCAL AND MONETARY TOOLS FOR | 02151 17 |
| | ACHIEVING FASTER ECONOMIC GROWTH. EXPLAIN WHY FASTER | 02151 18 |
| | GROWTH MIGHT CONFLICT WITH GOAL OF STABLE PRICES. | 02151 19 |
| *FILE | ECONOMIC GROWTH PRICES CAPITAL ACCUMULATION | 02151 9 |

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| *OBJECTIVES | STUDENT GAINS EXPERIENCE IN APPLYING ANALGTIC SKILLS TO | 02152 16 |
| | CURRENT EVENTS. | 02152 17 |
| | | 02152 18 |
| *PREREQUISITE | BLANK | |
| *EXPERIENCE | STUDENT KEEPS NOTEBOOK OF CLIPPINGS FROM CURRENT | 02152 11 |
| | NEWPAPERS AND MAGAZINES OF ARTICLES PARTINENT TO THE | 02152 12 |
| | SEVERAL AREAS OF COVIENT IN THE MEARS ECONOMIC PORTION OF | 02152 13 |
| | THE COURSE. WHERE POSSIBLE, STUDENT ANALYGES EACH ARTICLE | 02152 14 |
| | VERBALLY AND GREPHICALLY. | 02152 15 |
| | | 02152 10 |
| *SETTING | INDEPENDENT COLLEGE | 02152 5 |
| *MATERIALS | NONE | 02152 8 |
| *LEVEL | ALL GRADES | 02152 7 |
| *GENERAL | SPECIALIST | 02152 6 |
| *HOURS | INDEFINITS | 02152 19 |
| *EVALUATION | DISCUSS WITH INSTRUCTOR. | 02152 9 |
| *FILE | BLANK | |

HISTORY

| | | |
|---|---|---|
| *OBJECTIVES | ORIENT STUDENTS TO COURSE ORIENT STUDENTS TO READING | 02589038 |
| | E.H. CARR, WHAT IS HISTORY | 02589039 |
| *PREREQUISITE | NONE | 02589040 |
| *EXPERIENCE | WHAT IS HISTORY IT IS ASSUMED THROUGHOUT THESE MODULES | 02589011 |
| | THAT DISCOVERY TECHNIQUES WILL BE EMPLOYED--THAT THE | 02589012 |
| | INSTRUCTOR WILL BY CAREFULLY SETTING THE STAGE GET | 02589013 |
| | STUDENTS TO DISCOVER FOR THEMSELVES THE CONCEPTS TO BE | 02589014 |
| | DEALT WITH. ALL THE STUDENTS HAVE HAD SOME PRIOR EXPOSURE | 02589015 |
| | TO THE FIELD OF HISTORY IN ELEMENTARY AND SECONDARY SCHOOL | 02589016 |
| | AND AN INTENSIVE EXPOSURE TO THE PROBLEMS AND CONCEPTS OF | 02589017 |
| | THE SOCIAL SCIENCES IN THIS PROGRAM. IN THIS, THEIR FIRST | 02589018 |
| | ENCOUNTER IN THE PROGRAM WITH HISTORY, IT WOULD BE USEFUL | 02589019 |
| | TO BEGIN BY ASKING THEM TO DEFINE HISTORY. THE WORD | 02589020 |
| | HISTORY IS USED IN THREE SENSES--HISTORY AS ACTUALITY | 02589021 |
| | (OR ALL PREVIOUS HUMAN HAPPENINGS, RECORDED OR | 02589022 |
| | UNRECORDED, OBSERVED OR UNOBSERVED); HISTORY AS RECORD | 02589023 |
| | (DOCUMENTS, ARTIFACTS, ETC.); AND HISTORY AS | 02589024 |
| | INTERPRETATION. SINCE THE FIRST TWO ARE BEYOND THE | 02589025 |
| | POWER OF THE HUMAN MIND TO COMPREHEND, HISTORIANS | 02589026 |
| | CUSTOMARILY FOCUS UPON THE LATTER (HISTORY AS | 02589027 |
| | INTERPRETATION) IN TEACHING ABOUT HISTORY. AFTER AGREEING | 02589028 |
| | AS ABOVE ON WHAT HISTORY MEANS, IT IS THEN PERTINENT | 02589029 |
| | TO INTRODUCE STUDENTS TO THE WORK BY E.H. CARR ENTITLED | 02589030 |
| | WHAT IS HISTORY THIS BOOK ADDRESSES ITSELF TO THE | 02589031 |
| | PROBLEM OF WHAT HISTORY IS, OR MORE PRECISELY WHAT | 02589032 |
| | CONSTITUTES HISTORICAL TRUTH. THE NOTIONS IT CONTAINS | 02589033 |
| | PROBABLY COME CLOSER THAN ANY OTHER WORK IN THIS AREA TO | 02589034 |
| | REFLECTING THE PREVAILING THOUGHT OF HISTORICAL SCHOLARS. | 02589035 |
| | AFTER READING THE BOOK, STUDENTS SHOULD BE ASKED TO WRITE | 02589036 |
| | AN ESSAY, FOR WHICH SEE MODULE 2483. | 02589037 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 02589010 |
| *MATERIALS | COPIES OF E.H. CARR, WHAT IS HISTORY (PAPERBACK--VINTAGE). | 02589005 |
| *LEVEL | BLANK | 02589008 |
| *GENERAL | SPECIALIST | 02589007 |
| *HOURS | 1 | 02589006 |
| *EVALUATION | SEE MODULE 2591 | 02589041 |
| *FILE | HISTORY | 02589009 |

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|---|---|---|
| *OBJECTIVES | GET STUDENTS TO PERCEIVE CONCEPT OF HISTORICAL RELATIVISM. | 02590018 |
| | GET STUDENTS TO PERCEIVE RELATION BETWEEN SCHOLARLY IDEAS | 02590019 |
| | ABOUT HISTORICAL RELATIVISM AND TEACHING IN ELEMENTARY | 02590020 |
| | SCHOOL. | 02590021 |
| *PREREQUISITE | MODULE 2589 | 02590022 |
| *EXPERIENCE | WHAT IS HISTORY STUDENTS SHOULD READ WHAT IS HISTORY | 02590011 |
| | BY E.H. CARR, AND THINK ABOUT THE PROBLEMS LISTED BELOW: | 02590012 |
| | WHAT IS CARR SAYING WHAT BEARING HAVE CARR'S IDEAS ON OUR | 02590013 |
| | UNDERSTANDING OF THE PLIGHT OF AMERICAN SOCIETY (OR THE | 02590014 |
| | HUMAN CONDITION) IN OUR TIME, AND EXPECIALLY--- WHAT | 02590015 |
| | BEARING HAVE CARR'S IDEAS ON THE TEACHING OF HISTORY, OR | 02590016 |
| | HISTORICAL PROBLEMS, OR THE SOCIAL SCIENCES | 02590017 |
| *SETTING | OTHER (SPECIFY) BLANK, COLLEGE | 02590010 |
| *MATERIALS | E.H. CARR, WHAT IS HISTORY | 02590005 |
| *LEVEL | BLANK | 02590008 |
| *GENERAL | SPECIALIST | 02590007 |
| *HOURS | 4 | 02590006 |
| *EVALUATION | SEE MODULE 2591 | 02590023 |
| *FILE | HISTORY RELATIVISM | 02590009 |

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| *OBJECTIVES | GET STUDENTS TO CLARIFY AND ARTICULATE THEIR IDEAS ON | 02591018 |
| | ABOVE NOTIONS. | 02591019 |
| | | 02591020 |
| *PREREQUISITE | MODULES 2589-91 | |
| *EXPERIENCE | WHAT IS HISTORY STUDENTS SHOULD BE ASKED TO WRITE ESSAY | 02591011 |
| | IN ANSWER TO PROBLEMS LISTED IN MODULE II, TO WIT: | 02591012 |
| | WHAT IS THE ESSENCE OF WHAT CARR SAYS ABOUT WHAT HISTORY | 02591013 |
| | IS WHAT BEARING HAVE CARR*S IDEAS ON OUR UNDERSTANDING OF | 02591014 |
| | THE IMPORTANT ATTRIBUTES OF THE INTELLECTUAL CONDITION OF | 02591015 |
| | OUR TIME WHAT BEARING HAVE CARR*S IDEAS ON THE TEACHING | 02591016 |
| | OF HISTORY, OR HISTORICAL PROBLEMS, OR THE SOCIAL SCIENCES | 02591017 |
| *SETTING | INDEPENDENT, COLLEGE | 02591010 |
| *MATERIALS | BLANK | 02591005 |
| *LEVEL | BLANK | 02591008 |
| *GENERAL | SPECIALIST | 02591007 |
| *HOURS | 2 | 02591006 |
| *EVALUATION | DOES STUDENT GRASP NOTION OF HISTORICAL RELATIVISM, AS IN | 02591021 |
| | CARR DOES STUDENT PERCEIVE BROADER IMPLICATIONS OF | 02591022 |
| | HISTORICAL RELATIVISM INTELLECTUALLY IN TERMS OF HIS OWN | 02591023 |
| | OUTLOOK ON THE HUMAN CONDITION, OR IN TERMS OF ITS | 02591024 |
| | EDUCATIONAL IMPLICATIONS | 02591025 |
| *FILE | CARR HISTORY | 02591009 |

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|---|---|---|
| *OBJECTIVES | INTRODUCE MAIN PART OF COURSE ORIEINT STUDENTS TO NOTION | 02592035 |
| | OF SOCIAL DARWINISM INTRODUCE MODULAR SEQUENCE ON | 02592036 |
| | AMERICAN MIND | 02592037 |
| *PREREQUISITE | MODULES 2589-2591 | 02592038 |
| *EXPERIENCE | ORIENTATION TO REMAINDER OF COURSE INSTRUCTOR SHOULD | 02592012 |
| | TELL STUDENTS THAT THE AIM OF THIS HISTORY COURSE IS THAT | 02592013 |
| | OF GIVING THE STUDENTS AN INTELLECTUAL ENCOUNTER WITH | 02592014 |
| | HISTORICAL IDEAS, NOT THAT OF SURVEYING THE FACTS OF | 02592015 |
| | AMERICAN HISTORY IN TRADITIONAL TEXTBOOK FASHION (HAVING | 02592016 |
| | READ CARR, THEY WILL SURELY APPRECIATE THE FUTILITY OF THE | 02592017 |
| | LATTER APPROACH). THE COURSE WILL BE DIVIDED INTO THREE | 02592018 |
| | AREAS OF CONCERN--IN EACH CERTAIN CONCEPTS WILL BE | 02592019 |
| | STRESSED. THE AREAS ARE: THE AMERICAN MIND-- CHANGES IN | 02592020 |
| | THE INTELLECTUAL, EMOTIONAL, PSYCHOLOGICAL CLIMATE IN | 02592021 |
| | AMERICA; THE AMERICAN POLITICAL TRADITION; AND AMERICA AND | 02592022 |
| | THE WORLD. THE NEXT SEVERAL MODULES WILL FOCUS ON | 02592023 |
| | VARIOUS SPECIAL PROBLEMS IN AMERICAN INTELLECTUAL HISTORY | 02592024 |
| | IN WHAT IS CALLED THE AMERICAN MIND. THE AIM WILL BE THAT | 02592025 |
| | OF GETTING THE STUDENTS TO SEE, AMONG OTHER THINGS, SOME | 02592026 |
| | ASPECTS OF THE UNITY OF INTELLECTUAL CULTURE AT VARIOUS | 02592027 |
| MOMENTS IN HISTORY. | RICHARD HOFSTADTER*S SOCIAL DARWINISM IN AMERICAN | 02592028 |
| | THOUGHT (PAPERBACK) FOCUSES ON A VERY PERVASIVE IDEA IN | 02592029 |
| | THE LATE 19TH CENTURY--THE APPLICATION TO SOCIAL THOUGHT | 02592030 |
| | OF DARWIN*S THEORIES. HOFSTADTER*S BOOK TRACES THE | 02592031 |
| | RISE, SPREAD, AND DECLINE OF SOCIAL DARWINISM. THE BOOK | 02592032 |
| | IS A CASE STUDY ON THE PROCESSES OF INTELLECTUAL (AND | 02592033 |
| | SOCIAL) CHANGE. | 02592034 |
| *SETTING | OTHER(SPECIFY) 25 STUDENTS, COLLEGE | 02592011 |
| *MATERIALS | RICHARD HOFSTADTER, SOCIAL DARWINISM IN AMERICAN THOUGHT. | 02592005 |
| | (PAPERBACK) | 02592006 |
| *LEVEL | BLANK | 02592009 |
| *GENERAL | SPECIALIST | 02592008 |
| *HOURS | 1 | 02592007 |
| *EVALUATION | SEE LATER MODULES | 02592039 |
| *FILE | INTELLECTUAL ENCOUNTER SOCIAL DARWINISM | 02592010 |

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| *OBJECTIVES | ACQUAINT STUDENTS WITH PROCESSES OF INTELLECTUAL CHANGE | 02593019 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02593020 |
| *EXPERIENCE | THE AMERICAN MIND STJDENTS WILL READ RICHARD HOFSTADTER, | 02593011 |
| | SOCIAL DARWINISM IN AMERICAN THOUGHT AND THINK ABOUT | 02593012 |
| | FOLLOWING PROBLEMS: WHAT IS SOCIAL DARWINISM HOW WOULD | 02593013 |
| | YOU ACCOUNT FOR ITS PERVASIVE SPREAD IN LATE 19TH | 02593014 |
| | CENTURY AMERICA HOW WOULD YOU ACCOUNT FOR ITS DECLINE IN | 02593015 |
| | THE EARLY TWENTIETH CENTURY WHAT MAY WE LEARN FROM THIS | 02593016 |
| | CASE STUDY ABOUT THE PROCESSES OF CHANGE IN THE | 02593017 |
| | INTELLECTUAL CLIMATE | 02593018 |
| *SETTING | INDEPENDENT, COLLEGE | 02593010 |
| *MATERIALS | BLANK | 02593005 |
| *LEVEL | BLANK | 02593008 |
| *GENERAL | SPECIALIST | 02593007 |
| *HOURS | 4 | 02593006 |
| *EVALUATION | SEE NEXT MODULE | 02593021 |
| *FILE | SOCIAL DARWINISM INTELLECTUAL CHANGE | 02593009 |

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| *OBJECTIVES | GET STUDENTS TO ARTICJLATE THEIR NOTIONS ABOUT THE | 02594015 |
| | PROCESSES OF INTELLECTUAL CHANGE. | 02594016 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02594017 |
| *EXPERIENCE | THE AMERICAN MIND STJDENT WILL WRITE ESSAY INDICATING | 02594011 |
| | THEIR ANSWER TO FOURTH THOUGHT QUESTION POSED IN MODULE | 02594012 |
| | 2593--WHAT MAY WE LEARN FROM THIS STUDY ABOUT THE | 02594013 |
| | PROCESSES OF INTELLECTUAL CHANGE | 02594014 |
| *SETTING | INDEPENDENT, COLLEGE | 02594010 |
| *MATERIALS | BLANK | 02594005 |
| *LEVEL | BLANK | 02594008 |
| *GENERAL | SPECIALIST | 02594007 |
| *HOURS | 3 | 02594006 |
| *EVALUATION | HOW DEEPLY DOES STUDENT PERCEIVE PROCESSES OF INTELLECTUAL | 02594018 |
| | CHANGE AS IN HOFSTADTER≠S BOOK | 02594019 |
| *FILE | INTELLECTUAL CHANGE | 02594009 |

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| *OBJECTIVES | DEEPEN PERCEPTION ABOJT PROCESSES OF INTELLECTUAL CHANGE. | 02595017 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02595018 |
| *EXPERIENCE | THE AMERICAN MIND CLASS DISCUSSION, STUDENTS WILL | 02595011 |
| | DISCUSS CONCLUSIONS EITHER IN SMALL GROUPS AND/OR WITH | 02595012 |
| | INSTRUCTOR IN LARGER INSTRUCTIONAL SETTING. THEY SHOULD | 02595013 |
| | COMPARE CONCLUSIONS ABOJT WHAT MAY BE LEARNED FROM | 02595014 |
| | HOFSTADTER≠S BOOK ABOJT THE SOURCES AND PROCESSES OF | 02595015 |
| | INTELLECTUAL CHANGE IN A SOCIETY. | 02595016 |
| *SETTING | OTHER (SPECIFY) 25, COLLEGE | 02595010 |
| *MATERIALS | BLANK | 02595005 |
| *LEVEL | BLANK | 02595008 |
| *GENERAL | SPECIALIST | 02595007 |
| *HOURS | 2 | 02595006 |
| *EVALUATION | HOW DEEPLY DOES STUDENT PERCEIVE PROCESSES OF SOCIAL | 02595019 |
| | AND INTELLECTUAL CHANGE | 02595020 |
| *FILE | INTELLECTUAL CHANGE PERCEPTION | 02595009 |

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|---|---|---|
| *OBJECTIVES | ACQUAINT STUDENTS WITH THESIS OF MAY≠S BOOK AND TO DEEPEN | 02596024 |
| | THEIR UNDERSTANDING OF THE PROCESSES OF CHANGE IN THE | 02596025 |
| | INTELLECTUAL CLIMATE. | 02596026 |
| *PREREQUISITE | PREVIOUS MODULES | 02596027 |
| *EXPERIENCE | THE AMERICAN MIND ORIENTATION TO HENRY F. MAY. | 02596012 |

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|---|---|---|
| | THE END OF AMERICAN INNOCENCE: THE FIRST YEARS OF OUR OWN | 02596013 |
| | TIME, 1912-1917, THIS BOOK BUILDS UPON THE FOUNDATION | 02596014 |
| | CREATED BY THE PREVIOUS ENCOUNTER WITH HOFSTADTER≠S BOOK. | 02596015 |
| | THE BOOK TRACES THE CHANGE IN A FIVE-YEAR PERIOD FROM THE | 02596016 |
| | GENTEEL TRADITION, AS EXEMPLIFIED IN THE RESPECTABLE | 02596017 |
| | LITERARY AND INTELLECTUAL CULTURE, TO THE INTELLECTUAL | 02596018 |
| | REVOLUTION OCCASIONED BY THE WORKS OF FREUD AND OTHERS IN | 02596019 |
| | THE EARLY TWENTIETH CENTURY. STUDENTS SHOULD BE ASKED TO | 02596020 |
| | READ THE BOOK AND THINK ABOUT THE FOLLOWING: WHAT IS THE | 02596021 |
| | THESIS OF MAY≠S BOOK WHAT ADDITIONAL NOTIONS MAY WE GET | 02596022 |
| | FROM THIS WORK ABOUT THE PROCESSES OF INTELLECTUAL CHANGE | 02596023 |
| | | 02596011 |
| *SETTING | INDEPENDENT, COLLEGE | 02596005 |
| *MATERIALS | HENRY F, MAY, THE END OF AMERICAN INNOCENCE: THE FIRST | 02596006 |
| | YEARS OF OUR OWN TIME, 1912-1917 (PAPERBACK) | 02596009 |
| *LEVEL | BLANK | 02596008 |
| *GENERAL | SPECIALIST | 02596007 |
| *HOURS | 4 1/2 | 02596028 |
| *EVALUATION | SEE MODULE 2598 | 02596010 |
| *FILE | INTELLECTUAL CHANGE | |

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| *OBJECTIVES | GIVE STUDENTS OPPORTUNITY TO ARTICULATE MAY≠S THESIS AND | 02597015 |
| | TO DISCOVER ADDITIONAL NOTIONS ABOUT PROCESSES OF SOCIAL | 02597016 |
| | AND INTELLECTUAL CHANGE. | 02597017 |
| *PREREQUISITE | PREVIOUS MODULES | 02597018 |
| *EXPERIENCE | THE AMERICAN MIND STUDENTS SHOULD WRITE ESSAY, SETTING | 02597011 |
| | FORTH (1) THESIS OF MAY≠S BOOK, AND (2) ADDITIONAL | 02597012 |
| | NOTIONS ABOUT PROCESSES OF INTELLECTUAL CHANGE IMPLICIT | 02597013 |
| | THEREIN. | 02597014 |
| *SETTING | INDEPENDENT, COLLEGE | 02597010 |
| *MATERIALS | BLANK | 02597005 |
| *LEVEL | BLANK | 02597008 |
| *GENERAL | SPECIALIST | 02597007 |
| *HOURS | 2 | 02597006 |
| *EVALUATION | SEE MODULE 2598 ALSO. HOW DEEPLY DOES STUDENT GRASP | 02597019 |
| | MAY≠S THESIS, AND HOW WELL IS HE ABLE TO GENERALIZE ABOUT | 02597020 |
| | PROCESSES OF INTELLECTUAL CHANGE FROM THIS READING | 02597021 |
| *FILE | INTELLECTUAL CHANGE | 02597009 |

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| *OBJECTIVES | GIVE STUDENTS FURTHER OPPORTUNITY TO ARTICULATE THEIR | 02598014 |
| | NOTIONS ABOUT MAY≠S THESIS AND ITS IMPLICATIONS FOR THE | 02598015 |
| | PROCESS OF INTELLECTUAL CHANGE. | 02598016 |
| *PREREQUISITE | PREVIOUS MODULES | 02598017 |
| *EXPERIENCE | THE AMERICAN MIND CLASS DISCUSSION FOCUSING ON MAY≠S | 02598011 |
| | THESIS AND ON ITS IMPLICATIONS FOR PROCESSES OF | 02598012 |
| | INTELLECTUAL CHANGE. | 02598013 |
| *SETTING | OTHER (SPECIFY) 25 STUDENTS, COLLEGE | 02598010 |
| *MATERIALS | BLANK | 02598005 |
| *LEVEL | BLANK | 02598008 |
| *GENERAL | SPECIALIST | 02598007 |
| *HOURS | 2 | 02598006 |
| *EVALUATION | HOW DEEPLY DOES STUDENT GRASP MAY≠S THESIS, AND HOW SOUND | 02598018 |
| | ARE HIS NOTIONS ABOUT THE IMPLICATIONS OF MAY≠S THESIS | 02598019 |
| *FILE | INTELLECTUAL CHANGE | 02598009 |

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|---|---|---|
| *OBJECTIVES | INTRODUCE BOORSTIN≠S BOOK INTRODUCE MODULAR SEQUENCE ON | 02599033 |
| | ROLE OF IDEOLOGY IN AMERICAN POLITICAL LIFE. | 02599034 |
| *PREREQUISITE | PREVIOUS MODULES | 02599035 |
| *EXPERIENCE | THE AMERICAN POLITICAL TRADITION ORIENTATION TO MODULAT | 02599011 |

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| | SEQUENCE: THE AMERICAN POLITICAL TRADITION WILL FOCUS ON TWO ASPECTS OF AMERICAN POLITICAL LIFE THROUGHOUT HISTORICAL EXPERIENCE. THE FIRST IS A PROBLEM--THAT OF THE ROLE OF IDEOLOGY IN AMERICAN POLITICAL LIFE. HISTORIANS DISAGREE ON THE RELATIVE ROLES OF IDEOLOGY AND PRAGMATIC (OR NON-IDEOLOGICAL) FACTORS IN AMERICAN POLITICAL LIFE. THE FIRST READING SELECTION IS A BOOK BY PROFESSOR DANIEL J. BOORSTIN OF THE UNIVERSITY OF CHICAGO ENTITLED THE GENIUS OF AMERICAN POLITICS. IT IS A BOOK WHICH REFLECTS A POINT OF VIEW WHICH CAME INTO PROINENCE DURING THE 1950#S--THAT AMERICANS TEND THROUGHOUT THEIR HISTORY TO BE PRAGMATIC AND IMPATIENT WITH IDEOLOGY AND/OR POLITICAL PHILOSPHY. THE BOORSTIN BOOK, MORE AN ESSAY IN THE SENSE THAT IT IS FAR-RANGING AND NOT A MONOGRAPH, ASSERTS THIS INTERPRETATION BY EXAMINING VARIOUS DEVELOPMENTS IN AMERICAN POLITICAL LIFE. STUDENTS SHOULD BE ASKED TO READ BOORSTIN#S BOOK, COMMENT ON ITS THESIS, AND THE DEGREE TO WHICH THEY SUBSCRIBE TO THE POINT OF VIEW CONTAINED THEREIN. A CRITICAL REVIEW IS ASSIGNED IN MODULE XIII AFTER READING THE BOOK (MODULE XII). | 02599012<br>02599013<br>02599014<br>02599015<br>02599016<br>02599017<br>02599018<br>02599019<br>02599020<br>02599021<br>02599022<br>02599023<br>02599024<br>02599025<br>02599026<br>02599027<br>02599028<br>02599029<br>02599030<br>02599031<br>02599032 |
| *SETTING | BLANK, COLLEGE | 02599010 |
| *MATERIALS | BLANK | 02599005 |
| *LEVEL | BLANK | 02599008 |
| *GENERAL | SPECIALIST | 02599007 |
| *HOURS | 30 MINUTES | 02599006 |
| *EVALUATION | SEE MODULES 2601#02 | 02599036 |
| *FILE | IDEOLOGY POLITICS MODULAR SEQUENCE | 02599009 |

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| *OBJECTIVES | GRASP NOTION FORMING CENTRAL THESIS IN BOORSTIN#S BOOK--CONCERNING NON-IDEOLOGICAL, PRAGMATIC CHARACTER OF AMERICAN POLITICAL LIFE. | 02600013<br>02600014<br>02600015 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02600016 |
| *EXPERIENCE | STUDENTS SHOULD READ THE FOLLOWING BOOK: DANIEL J. BOORSTIN, THE GENIUS OF AMERICAN POLITICS (PAPPERBACK ED.) | 02600011<br>02600012 |
| *SETTING | INDEPENDENT, COLLEGE | 02600010 |
| *MATERIALS | BLANK | 02600005 |
| *LEVEL | BLANK | 02600008 |
| *GENERAL | SPECIALIST | 02600007 |
| *HOURS | 3 | 02600006 |
| *EVALUATION | SEE MODULES 2601 | 02600017 |
| *FILE | IDEOLOGY PRAGMATISM POLITICS | 02600009 |

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| *OBJECTIVES | GET STUDENTS TO ARTICULATE WHAT BOORSTIN IS DRIVING AT. ENCOURAGE STUDENTS TO ARTICULATE THEIR OWN NOTIONS ABOUT WHETHER BOORSTIN#S IDEAS ARE CONSISTENT WITH THEIR OWN EXPERIENCE. | 02601019<br>02601020<br>02601021<br>02601022<br>02601023 |
| *PREREQUISITE | ALL PREVIOUS MODULES | |
| *EXPERIENCE | THE AMERICAN POLITICAL TRADITION STUDENTS SHOULD WRITE CRITICAL REVIEW OF BOORSTIN#S GENIUS OF AMERICAN POLITICS --AND THINK ABOUT CENTRAL THESIS OF BOOK. THE CENTRAL PROBLEMS IN THE CRITICAL REVIEW OUGHT TO BE AS FOLLOWS: WHAT IS BOORSTIN#S THESIS HOW DOES BOORSTIN#S VIEW OF AMERICAN POLITICAL LIFE SQUARE WITH THEIR OWN IMMPRESSIONS OF AMERICAN POLITICAL LIFE, ESPECIALLY THAT ON THE UNIVERSITY CAMPUS | 02601011<br>02601012<br>02601013<br>02601014<br>02601015<br>02601016<br>02601017<br>02601018 |
| *SETTING | BLANK, COLLEGE | 02601010 |
| *MATERIALS | BLANK | 02601005 |
| *LEVEL | BLANK | 02601008 |

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| *GENERAL | SPECIALIST | 02601007 |
| *HOURS | 2 | 02601006 |
| *EVALUATION | DO STUDENTS SEE WHAT BOORSTIN IS DRIVING AT DO THEY GIVE SOPHISTICATED RESPONSES TO PROBLEM OF WHETHER BOORSTIN#S IDEAS REFLECT (OR DO NOT REFLECT) THEIR OWN EXPERIENCE | 02601024<br>02601025<br>02601026 |
| *FILE | UNIVERSITY CAMPUS VS. POLITICAL LIFE | 02601009 |

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| *OBJECTIVES | GIVE STUDENTS OPPORTUNITY TO ARTICULATE ORALLY THEIR NOTIONS ABOUT BOORSTIN#S IDEAS AND THEIR RELEVANCE. ALSO TO INTRODUCE BAILYN#S BOOK. | 02602018<br>02602019<br>02602020<br>02602021 |
| *PREREQUISITE | PREVIOUS MODULES | |
| *EXPERIENCE | THE AMERICAN POLITICAL TRADITION DISCUSSION OF STUDENT#S CONCLUSIONS ABOUT THE BOORSTIN BOOK, STUDENTS WILL ALSO BE ASSIGNED THE BOOK BY BERNARD BAILYN, IDEOLOGICAL ORIGINS OF THE AMERICAN REVOLUTION, WHICH TAKES AN OPPOSITE INTERPRETATION AT LEAST ABOUT ONE OF THE IMPORTANT MATTERS BOORSTIN RAISES (VIZ., HIS CHARACTERIZATION OF THE AMERICAN REVOLUTION). | 02602011<br>02602012<br>02602013<br>02602014<br>02602015<br>02602016<br>02602017 |
| *SETTING | OTHER (SPECIFY) 25 STUDENTS, COLLEGE | 02602010 |
| *MATERIALS | BLANK | 02602005 |
| *LEVEL | BLANK | 02602008 |
| *GENERAL | SPECIALIST | 02602007 |
| *HOURS | 2 | 02602006 |
| *EVALUATION | DO STUDENTS SEE WHAT BOORSTIN IS DRIVING AT AND ITS RELEVANCE | 02602022<br>02602023 |
| *FILE | IDEOLOGY | 02602009 |

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|---|---|---|
| *OBJECTIVES | GRASP BAILYN#S NOTION. EXPOSE STUDENTS TO OPPOSITE POINT OF VIEW. | 02603018<br>02603019<br>02603020 |
| *PREREQUISITE | PREVIOUS MODULES | |
| *EXPERIENCE | THE AMERICAN POLITICAL TRADITION STUDENTS WILL READ BERNARD BAILYN, THE IDEOLOGICAL ORIGINS OF THE AMERICAN REVOLUTION. THEY SHOULD BE ASKED TO THINK ABOUT THE PRECISE PARTICULARS IN WHICH BOORSTIN AND BAILYN DISAGREE AND TO MAKE A TENTATIVE JUDGMENT ABOUT THEIR OWN CHOICE BETWEEN THESE OPPOSED POINTS OF VIEW AND TO BE ABLE TO DEFEND THEIR POSITION. | 02603011<br>02603012<br>02603013<br>02603014<br>02603015<br>02603016<br>02603017 |
| *SETTING | INDEPENDENT, COLLEGE | 02603010 |
| *MATERIALS | BLANK | 02603005 |
| *LEVEL | BLANK | 02603008 |
| *GENERAL | SPECIALIST | 02603007 |
| *HOURS | 3 1/2 | 02603006 |
| *EVALUATION | SEE NEXT THREE MODULES $26_{04}$,05 + 06 | 02603021 |
| *FILE | BAILYN#S THESES | 02603009 |

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| *OBJECTIVES | GET STUDENTS TO PERCEIVE DIFFERENCES BETWEEN BOORSTIN AND BAILYN. | 02604014<br>02604015<br>02604016 |
| *PREREQUISITE | PREVIOUS MODULES | |
| *EXPERIENCE | THE AMERICAN POLITICAL TRADITION STUDENTS SHOULD WRITE PAPER COMPARING IDEAS IN BOORSTIN AND BAILYN AND TO TAKE A STAND BETWEEN THEM. | 02604011<br>02604012<br>02604013 |
| *SETTING | INDEPENDENT, COLLEGE | 02604010 |
| *MATERIALS | BLANK | 02604005 |
| *LEVEL | BLANK | 02604008 |
| *GENERAL | SPECIALIST | 02604007 |
| *HOURS | 2 1/2 | 02604006 |
| *EVALUATION | SEE NEXT MODULE $26_{05}$ (SAME CRITERIA) | 02604017 |
| *FILE | BLANK | 02604009 |

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| *OBJECTIVES | ENABLE STUDENTS TO TEST THEIR OWN CONCLUSIONS BY DISCUSSION WITH OTHERS. | 02605027 02605028 02605029 |
| *PREREQUISITE | PREVIOUS MODULES | |
| | THE AMERICAN POLITICAL TRADITION CLASS DISCUSSION--IN WHICH STUDENTS DEFEND THEIR RESPECTIVE RESOLUTION OF THE CONFLICTING INTERPRETATIONS ON THE ROLE OF IDEOLOGY IN AMERICAN POLITICAL LIFE WITH EMPHASIS ON THE AMERICAN REVOLUTION. ORIENTATION TO NEXT GROUP OF READINGS: SINCE STUDENTS HAVE BEEN INTRODUCED TO THE PROBLEM OF THE ROLE OF IDEOLOGY IN AMERICAN POLITICAL LIFE, IT WOULD BE APPROPRIATE TO READ WORKS RAISING THIS KIND OF QUESTION BUT FOCUSING ON THE RECENT POLITICAL SCENE IN AMERICA. THE NEXT BOOK IS AN INTRODUCTION TO THE PROBLEM OF CONSERVATISM IN AMERICAN POLITICAL LIFE--ONE WHICH IS OF COURSE FUNCTIONALLY RELATED TO THE TWO ABOVE: STUDENTS SHOULD BE ASKED TO READ CLINTON RISSITER, CONSERVATISM IN AMERICA (RE. ED., PAPERBACK), AND BE ASKED TO GRASP THE AUTHOR'S NOTION OF CONSERVATISM AND HIS CONCLUSIONS ABOUT ITS ROLE IN AMERICAN HISTORICAL EXPERIENCE. | 02605011 02605012 02605013 02605014 02605015 02605016 02605017 02605018 02605019 02605020 02605021 02605022 02605023 02605024 02605025 02605026 |
| *SETTING | OTHER (SPECIFY) 25, COLLEGE | 02605010 |
| *MATERIALS | BLANK | 02605005 |
| *LEVEL | BLANK | 02605008 |
| *GENERAL | SPECIALIST | 02605007 |
| *HOURS | 2 | 02605006 |
| *EVALUATION | DO STUDENTS SEE ISSUES BETWEEN BAILYN AND BOORSTIN | 02605030 |
| *FILE | POLITICS | 02605009 |

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| *OBJECTIVES | ACQUAINT STUDENTS WITH ROSSITER'S BOOK ON CONSERVATISM. | 02606017 02606018 |
| *PREREQUISITE | PREVIOUS MODULES | |
| *EXPERIENCE | THE AMERICAN POLITICAL TRADITION STUDENTS SHOULD READ CLINTON ROSSITER, CONSERVATISM IN AMERICA (REV. ED., PAPERBACK). QUESTIONS FOR CONSIDERATION WHILE READING: WHAT DOES ROSSITER MEAN BY CONSERVATISM HOW DO ROSSITER'S NOTIONS ABOUT CONSERVATISM DIFFER FROM, OR RESEMBLE, THE NOTIONS OF BOORSTIN AND BAILYN | 02606011 02606012 02606013 02606014 02606015 02606016 |
| *SETTING | INDEPENDENT, COLLEGE | 02606010 |
| *MATERIALS | BLANK | 02606005 |
| *LEVEL | BLANK | 02606008 |
| *GENERAL | SPECIALIST | 02606007 |
| *HOURS | 6 | 02606006 |
| *EVALUATION | SEE MODULES 2607 + 08 | 02606019 |
| *FILE | CONSERVATISM | 02606009 |

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| *OBJECTIVES | GET STUDENTS TO ARTICULATE THEIR VERSION OF ROSSITER'S NOTIONS ABOUT CONSERVATISM. | 02607016 02607017 02607018 |
| *PREREQUISITE | PREVIOUS MODULES | |
| *EXPERIENCE | AMERICAN POLITICAL TRADITION STUDENTS SHOULD BE ASKED TO PREPARE A CRITICAL REVIEW OF ROSSITER'S BOOK, CONSERVATISM IN AMERICA, AND TO THINK ABOUT THE POINTS OF DIFFERENCE AND SIMILARITY BETWEEN IT AND THE BOOKS BE BAILYN AND BOORSTIN. | 02607011 02607012 02607013 02607014 02607015 |
| *SETTING | INDEPENDENT, COLLEGE | 02607010 |
| *MATERIALS | BLANK | 02607005 |
| *LEVEL | BLANK | 02607008 |
| *GENERAL | SPECIALIST | 02607007 |
| *HOURS | 2 1/2 | 02607006 |
| *EVALUATION | SEE MODULES 2608 + 09 | 02607019 |

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| *FILE | BLANK | 02607009 |
| *OBJECTIVES | GIVE STUDENTS AS OPPORTUNITY TO TEST THEIR NOTIONS ABOUT CONSERVATISM IN A DISCUSSION. | 02608021<br>02608022<br>02608023 |
| *PREREQUISITE | PREVIOUS MODULE | 02608011 |
| *EXPERIENCE | AMERICAN POLITICAL TRADITION CLASS DISCUSSION: WHAT IS THE NATURE OF CONSERVATISM DOES CONSERVATISM BY ITS NATURE CAUSE AMERICANS TO BE NON-IDEOLOGICAL, ETC. STUDENTS SHOULD DEFEND THEIR RESPECTIVE POINTS OF VIEW ON ROSSITER, BAILYN, AND BOORSTIN. INTRODUCTION OR ORIENTATION TO NEXT READING: DANIEL BELL, THE RADICAL RIGHT, THEY SHOULD CONSIDER THE PROBLEM OF THE DEGREE TO WHICH WHAT BELL AND THE OTHER WRITERS REGARD AS THE RADICAL RIGHT REFLECT, OR REFLECT, WHAT ROSSITER REGARDS AS CONSERVATISM IN AMERICA. | 02608012<br>02608013<br>02608014<br>02608015<br>02608016<br>02608017<br>02608018<br>02608019<br>02608020 |
| *SETTING | BLANK, COLLEGE | 02608010 |
| *MATERIALS | BLANK | 02608005 |
| *LEVEL | BLANK | 02608008 |
| *GENERAL | SPECIALIST | 02608007 |
| *HOURS | 2 | 02608006 |
| *EVALUATION | DO STUDENTS UNDERSTAND THE SPECIAL CONCEPTION OF CONSERVATISM ADVANCED BY ROSSITER ARE THEY ARLE TO PICK OUT POINTS OF SIMILARITY, AND/OR OF DISSIMILARITY, BETWEEN WHAT ROSSITER WRITES AND THE IDEAS OF BAILYN AND BOORSTIN | 02608024<br>02608025<br>02608026<br>02608027<br>02608028 |
| *FILE | CONSERVATISM | 02608009 |

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| *OBJECTIVES | ACQUAINT STUDENTS WITH VARIOUS EXPLANATIONS, ADVANCED BY SOCIAL SCIENTISTS, OF PHENOMENON CONSIDERED THE RADICAL RIGHT, | 02609015<br>02609016<br>02609017 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02609018 |
| *EXPERIENCE | AMERICAN POLITICAL TRADITION STUDENTS SHOULD READ DANIEL BELL, ED., THE RADICAL RIGHT--AND CONSIDER WHETHER THE RADICAL RIGHT OF THE 1950*S FITS IN WITH THE MAINSTREAM OF AMERICAN CONSERVATISM. | 02609011<br>02609012<br>02609013<br>02609014 |
| *SETTING | INDEPENDENT, COLLEGE | 02609010 |
| *MATERIALS | BLANK | 02609005 |
| *LEVEL | BLANK | 02609008 |
| *GENERAL | SPECIALIST | 02609007 |
| *HOURS | 4 | 02609006 |
| *EVALUATION | SEE MODULES 2610, 2611 | 02609019 |
| *FILE | RADICAL RIGHT CONSERVATISM | 02609009 |

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| *OBJECTIVES | GIVE STUDENT EXPERIENCE OF EXPLORING THE RELATIONSHIP BETWEEN RADICAL RIGHT AND ROSSITER*S CONCEPTIONS ABOUT AMERICAN CONSERVATISM, | 02610014<br>02610015<br>02610016<br>02610017 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02610011 |
| *EXPERIENCE | STUDENTS SHOULD WRITE ESSAY INQUIRING INTO WHETHER THE RADICAL RIGHT CONFORMS, OR DOES NOT CONFORM, TO ROSSITER*S CONCEPTION OF AMERICAN CONSERVATISM, | 02610012<br>02610013 |
| *SETTING | INDEPENDENT, COLLEGE | 02610010 |
| *MATERIALS | BLANK | 02610005 |
| *LEVEL | BLANK | 02610008 |
| *GENERAL | SPECIALIST | 02610007 |
| *HOURS | 2 1/2 | 02610006 |
| *EVALUATION | TO WHAT DEGREE DOES STUDENT PERCEIVE SOUND DISCONTINUITIES OR CONTINUITIES, BETWEEN ONE SET OF CRITERIA (VIZ., THE RADICAL RIGHT) AND ANOTHER (VIZ., AN HYPOTHESIS ABOUT | 02610018<br>02610019<br>02610020 |

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| | AMERICAN CONSERVATISM). | 02610021 |
| *FILE | CONSERVATISM | 02610009 |

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| *OBJECTIVES | GIVE STUDENTS AN OPPORTUNITY TO ARTICULATE AND TEST THEIR VIEWS. | 02611020<br>02611021<br>02611022 |
| *PREREQUSITE | ALL PREVIOUS MODULES | 02611011 |
| *EXPERIENCE | THE AMERICAN POLITICAL TRADITION CLASS DISCUSSION: STUDENTS DISCUSS AND DEFEND THEIR INTERPRETATIONS OF BELL≠S THESIS CONCERNING THE AMERICAN RADICAL RIGHT. ALSO STUDENTS SHOULD BE INTRODUCED TO NEXT READING SELECTION, RICHARD HOFSTADTER, THE PARANOID STYLE IN AMERICAN LIFE AND OTHER ESSAYS. THIS VOLUME DEALS, AMONG OTHER THINGS, WITH THE ELECTION OF 1964 AND WITH VARIOUS OTHER FACETS OF THE AMERICAN POLITICAL TRADITION HIGHLY RELEVANT TO THE ISSUES BEING EXPLORED IN THIS MODULAR SEQUENCE. | 02611012<br>02611013<br>02611014<br>02611015<br>02611016<br>02611017<br>02611018<br>02611019 |
| *SETTING | OTHER (SPECIFY) 25, COLLEGE | 02611010 |
| *MATERIALS | BLANK | 02611005 |
| *LEVEL | BLANK | 02611008 |
| *GENERAL | SPECIALIST | 02611007 |
| *HOURS | 2 | 02611006 |
| *EVALUATION | HOW WELL DO STUDENTS DEFEND THEIR VIEW OF THE RELATION BETWEEN THE RADICAL RIGHT AND CONSERVATISM IN AMERICA | 02611023<br>02611024 |
| *FILE | BLANK | 02611009 |

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| *OBJECTIVES | ACQUAINT STUDENTS WITH A PSYCHOLOGICAL (AS OPPOSED TO A SOCIOLOGICAL) ANALYAIS OF AMERICAN POLITICAL BEHAVIOR. | 02612018<br>02612019<br>02612020 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02612011 |
| *EXPERIENCE | THE AMERICAN POLITICAL TRADITION STUDENTS SHOULD READ RICHARD HOFSTADTER, THE PARANOID STYLE IN AMERICAN LIFE AND OTHER ESSAYS. QUESTIONS TO BE THOUGHT ABOUT: WHAT DOES THE AUTHOR APPARENTLY MEAN BY THIS NOTION ABOUT PARANOIA IN AMERICAN LIFE WHAT ARE THE USES AND LIMITATIONS OF THIS PSYCHOLOGICAL INTREPRETATION OF AN IMPORTANT ASPECT OF AMERICAN PUBLIC LIFE | 02612012<br>02612013<br>02612014<br>02612015<br>02612016<br>02612017 |
| *SETTING | INDEPENDENT, COLLEGE | 02612010 |
| *MATERIALS | BLANK | 02612005 |
| *LEVEL | BLANK | 02612008 |
| *GENERAL | SPECIALIST | 02612007 |
| *HOURS | 4 | 02612006 |
| *EVALUATION | DO STUDENTS PERCEIVE DIFFERENCE BETWEEN A SOCIOLOGICAL ACCOUNT OF RECENT ABBERRANT AMERICAN POLITICAL BEHAVIOR (AS IN BELL, FOR EXAMPLE) AND A PSYCHOLOGICAL EXPLANATION AS IN HOFSTAXTER DO THEY UNDERSTAND THE DIFFERENCE BETWEEN THEM | 02612021<br>02612022<br>02612023<br>02612024<br>02612025 |
| *FILE | PSYCHOLOGY POLITICS | 02612009 |

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| *OBJECTIVES | GIVE STUDENTS EXPERIENCE OF SURMISING AND DISCOVERING THE LIMITS OF A METHOD OR ANALYTICAL TOOL FOR APPROACHING AMERICAN POLITICAL LIFE. | 02613015<br>02613016<br>02613017<br>02613018 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02613011 |
| *EXPERIENCE | THE AMERICAN POLITICAL TRADITION STUDENTS SHOULD BE ASKED TO WRITE AN ESSAY: WHAT ARE THE LIMITS OF HOFSTADTER≠S APPROACH TO THE PROBLEM ARE THERE ANY METHODOLOGICAL DIFFICULTIES IN HIS APPROACH TO AMERICAN POLITICAL LIFE | 02613012<br>02613013<br>02613014 |
| *SETTING | INDEPENDENT, BLANK | 02613010 |
| *MATERIALS | BLANK | 02613005 |
| *LEVEL | BLANK | 02613008 |
| *GENERAL | SPECIALIST | 02613007 |

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| *HOURS | 2 1/2 | 02613006 |
| *EVALUATION | PRECISELY SAME AS IN MODULE 2612 | 02613019 |
| *FILE | POLITICS MEASURING | 02613009 |

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| *OBJECTIVES | INTRODUCE FINAL MODULAR SEQUENCE | 02614019 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02614020 |
| *EXPERIENCE | AMERICA AND THE WORLD ORIENTATION TO MODULAR SEQUENCE: | 02614011 |
| | THE FOCUS WILL BE ON THE GENERAL CLIMATE OF OPINION ON THE | 02614012 |
| | CONDUCT OF THE FOREIGN POLICY OF THE UNITED STATES. NO | 02614013 |
| | ATTEMPT WILL BE MADE TO PRESENT A GENERAL COURSE ON | 02614014 |
| | FOREIGN POLICY. THE FIRST BOOK DEALS WITH SOME OF THE | 02614015 |
| | NOTIONS GOING BACK TO THE EARLIEST DAYS OF THE REPUBLIC-- | 02614016 |
| | THE FAREWELL ADDRESS. OTHERS WILL FOCUS ON REIGNING | 02614017 |
| | ASSUMPTIONS THROUGHOUT THE 19TH AND 20TH CENTURIES. | 02614018 |
| *SETTING | OTHER (SPECIFY) 25, COLLEGE | 02614010 |
| *MATERIALS | BLANK | 02614005 |
| *LEVEL | BLANK | 02614008 |
| *GENERAL | SPECIALIST | 02614007 |
| *HOURS | 1/2 | 02614006 |
| *EVALUATION | SEE SUBSEQUENT MODULES | 02614021 |
| *FILE | FOREIGN POLICY | 02614009 |

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| *OBJECTIVES | ACQUAINT STUDENTS WITH GILBERT#S THESIS. | 02615018 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02615019 |
| *EXPERIENCE | STUDENTS WILL READ FELIX GILBERT, TO THE FAREWELL ADDRESS. | 02615011 |
| | THEY SHOULD ACQUAINT THEMSELVES WITH GILBERT#S THESIS AND | 02615012 |
| | THINK ABOUT THE PROBLEM OF WHY THE FAREWELL ADDRESS HAD SO | 02615013 |
| | REMARKABLE A HOLD ON THE AMERICAN APPROACH TO FOREIGN | 02615014 |
| | POLICY FOR SO LONG A PERIOD OF TIME--AND TO INQUIRE INTO | 02615015 |
| | WHETHER THE FAREWELL ADDRESS DID OR DID NOT CONTAIN | 02615016 |
| | GENERALLY REFLECT THE BEST INTERESTS OF THE UNITED STATES. | 02615017 |
| *SETTING | INDEPENDENT, COLLEGE | 02615010 |
| *MATERIALS | BLANK | 02615005 |
| *LEVEL | BLANK | 02615008 |
| *GENERAL | SPECIALIST | 02615007 |
| *HOURS | 4 | 02615006 |
| *EVALUATION | DO STUDENTS GRASP GILBERT#S THESIS. | 02615020 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02615021 |
| *EVALUATION | DO STUDENTS GRASP GILBERT#S THESIS | 02615022 |
| *FILE | FOREIGN POLICY | 02615009 |

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| *OBJECTIVES | ARTICULATE NOTIONS ABOUT LONG-RANGE PROBLEM IN FOREING | 02616016 |
| | POLICY; GIVE STUDENT EXPERIENCE IN GRAPPLING WITH | 02616017 |
| | HISTORICAL-INTELLECTUAL PROBLEM. | 02616018 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02616019 |
| *EXPERIENCE | AMERICA AND THE WORLD STUDENTS WILL WRITE ESSAY ON | 02616012 |
| | PROBLEM OF WHY THE NOTIONS OF WASHINGTON#S FAREWELL | 02616013 |
| | ADDRESS HAD SO LONG AND REMARKABLE A HOLD ON THE AMERICAN | 02616014 |
| | APPROACH TO FOREIGN POLICY. | 02616015 |
| *SETTING | INDEPENDENT, COLLEGE | 02616011 |
| *MATERIALS | BA | 02616005 |
| *MATERIALS | BLANK | 02616006 |
| *LEVEL | BLANK | 02616009 |
| *GENERAL | SPECIALIST | 02616008 |
| *HOURS | 2 1/2 | 02616007 |
| *EVALUATION | HOW SOUNDLY DOES STUDENT RESOLVE PROBLEM ABOVE | 02616020 |
| *FILE | FOREIGN POLICY HISTORICA PROBLEM | 02616010 |

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| *OBJECTIVES | GIVE STUDENTS OPPORTUNITY TO ARTICULATE AND TEST NOTIONS. | 02617015 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02617016 |
| *EXPERIENCE | AMERICA AND THE WORLD CLASS DISCUSSION--IN WHICH | 02617011 |
| | STUDENTS DEFEND THEIR NOTIONS ABOUT THE ROLE OF THE | 02617012 |
| | NOTIONS IN WASHINGTON≠S FAREWELL ADDRESS AS A GUIDING | 02617013 |
| | DOCTRINE IN AMERICAN FOREIGN POLICY. | 02617014 |
| *SETTING | OTHER (SPECIFY)BLANK, COLLEGE | 02617010 |
| *MATERIALS | BLANK | 02617005 |
| *LEVEL | BLANK | 02617008 |
| *GENERAL | SPECIALIST | 02617007 |
| *HOURS | 2 | 02617006 |
| *EVALUATION | HOW SOPHISTICATED ARE THEIR NOTIONS ABOUT THE ROLE OF THE | 02617017 |
| | FAREWELL ADDRESS IN AMERICAN FOREIGN POLICY | 02617018 |
| *FILE | WASHINGTON≠S FOREIGN POLICY | 02617009 |

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| *OBJECTIVES | LEARNING MERK≠S DISTINCTION BETWEEN MANIFEST DESTINY AND | 02618021 |
| | THE SENSE OF MISSION | 02618022 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02618023 |
| *EXPERIENCE | MODULE XXX: AMERICA AND THE WORLD STJDENTS SHOULD READ | 02618011 |
| | FREDERICK MERK, MANIFEST DESTINY AND THE SENSE OF MISSION | 02618012 |
| | THIS BOOK INTRODUCES THE PROBLEM OF IMPERIALISM AS AN | 02618013 |
| | FORCE IN THE FOREIGN POLICY OF THE UNITED STATES. MERK | 02618014 |
| | MAKES A DISTINCTION BETWEEN MANIFEST DESTINY, OR | 02618015 |
| | IMPERIALISM, AND A SENSE OF MISSION, WHICH INVOLVED THE | 02618016 |
| | AMERICAN DESIRE TO EXPORT AMERICAN INSTITUTIONS--AND | 02618017 |
| | CLAIMS THEY ARE DISTINCT FROM EACH OTHER. STUDENTS SHOULD | 02618018 |
| | READ BOOK AND ASCERTAIN WHETHER THEY ACCEPT MERK≠S | 02618019 |
| | DISTINCTION. | 02618020 |
| *SETTING | INDEPENDENT, COLLEGE | 02618010 |
| *LEVEL | BLANK | 02618008 |
| *GENERAL | SPECIALIST | 02618007 |
| *HOURS | 5 | 02618006 |
| *EVALUATION | SEE MODULE 2619 + 20 | 02618024 |
| *FILE | IMPERIALISM MANIFEST DESTINY | 02618009 |

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| *OBJECTIVES | GIVE STUDENTS EXPERIENCE IN GRAPPLING WITH PROBLEM OF | 02619014 |
| | DISTINCTION BETWEEN MANIFEST DESTINY AND SENSE OF MISSION. | 02619015 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02619016 |
| *EXPERIENCE | AMERICA AND THE WORLD STUDENTS SHOULD WRITE A CRITICAL | 02619011 |
| | ANALYSIS OF MERK≠S DISTINCTION BETWEEN MANIFEST DESTINY | 02619012 |
| | ON THE ONE HAND AND A SENSE OF MISSION ON THE OTHER. | 02619013 |
| *SETTING | INDEPENDENT, COLLEGE | 02619010 |
| *MATERIALS | BLANK | 02619005 |
| *LEVEL | BLANK | 02619008 |
| *GENERAL | SPECIALIST | 02619007 |
| *HOURS | 2 1/2 | 02619006 |
| *EVALUATION | BASED ON SOPHISTICATION OF STUDENTS≠ DISTINCTION BETWEEN | 02619017 |
| | MANIFEST DESTINY AND SENSE OF MISSION. | 02619018 |
| *FILE | MANIFEST DESTINY SENSE OF MISSION | 02619009 |

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| *OBJECTIVES | GIVE STUDENTS OPPORTUNITY TO ARTICULATE AND TEST THEIR | 02620014 |
| | NOTIONS ABOUT THE PROBLEM. | 02620015 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02620016 |
| *EXPERIENCE | AMERICA AND THE WORLD CLASS DISCUSSION: STUDENTS | 02620011 |
| | DEFEND THEIR NOTIONS ABOUT MANIFEST DESTINY AND SENSE OF | 02620012 |
| | MISSION. | 02620013 |
| *SETTING | OTHER (SPECIFY) BLANK, COLLEGE | 02620010 |
| *MATERIALS | BLANK | 02620005 |

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| *LEVEL | BLANK | 02620008 |
| *GENERAL | SPECIALSIT | 02620007 |
| *HOURS | 2 | 02620006 |
| *EVALUATION | HOW SOUNDLY DO THEY DISTINGUISH BETWEEN MANIFEST DESTINY AND SENSE OF MISSION | 02620017<br>02620018 |
| *FILE | MANIFEST DESTINY | 02620009 |

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| *OBJECTIVES | GIVE STUDENTS TECHNICAL COMPETECNE IN THE AREA OF COLD WAR DIPLOMACY | 02621017<br>02621018<br>02621019 |
| *PREREQUISITE | ALL PREVIOUS MODULES | |
| *EXPERIENCE | AMERICA AND THE WORLD STUDENTS SHOULD READ JOHN LUKACS, A NEW HISTORY OF THE COLD WAR. THIS WORK IS IN GENERAL A DEFENSE OF THE ROLE OF THE UNITED STATES AND THE FREE WORLD IN ITS RIVALRY WITH THE COMMUNIST BLOC SINCE ABOUT 1945. IT WILL SERVE AS A BASIS FOR COMPARISON WITH READING THE NEXT WORK. | 02621011<br>02621012<br>02621013<br>02621014<br>02621015<br>02621016 |
| *SETTING | INDEPENDENT, COLLEGE | 02621010 |
| *MATERIALS | BLANK | 02621005 |
| *LEVEL | BLANK | 02621008 |
| *GENERAL | SPECIALIST | 02621007 |
| *HOURS | 6 | 02621006 |
| *EVALUATION | SEE LATER MODULES | 02621020 |
| *FILE | COLD WAR DIPLOMACY | 02621009 |

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| *OBJECTIVES | PROVIDE BASIS FOR DEFINING PROBLEM OF CONCLICTING VIEWS ON COLD WAR. | 02622016<br>02622017<br>02622018 |
| *PREREQUISITE | ALL PREVIOUS MODULES | |
| *EXPERIENCE | MODULE XXXIV AMERICA AND THE WORLD STUDENTS SHOULD READ WALTER LA FABER, AMERICA, RUSSIA, AND THE COLD WAR. THEY SHOULD BE ASKED TO NOTICE POINTS OF SIMILARITY BETWEEN THIS BOOK AND THAT BY JOHN LUKACS ASSIGNED IN MODULE 2621 | 02622011<br>02622012<br>02622013<br>02622014<br>02622015 |
| *SETTING | INDEPENDENT, COLLEGE | 02622010 |
| *MATERIALS | BLANK | 02622005 |
| *LEVEL | BLANK | 02622008 |
| *GENERAL | SPECIALIST | 02622007 |
| *HOURS | 4 | 02622006 |
| *EVALUATION | SEE MODULE 2623 | 02622019 |
| *FILE | COLD WAR DEFINTIONS CONFLICTS | 02622009 |

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| *OBJEVTIVES | EXPERIENCE IN GRAPPLING WITH INTELLECTUAL PROBLME OF HISTORICAL INTERRRETATION; ARTICULATING THEIR OWN NOTIONS. | 02623014<br>02623015<br>02623[illegible] |
| *PREREQUISITE | ALL PREVIOUS MODULES | |
| *EXPERIENCE | AMERICA AND THE WORLD STUDENTS SHOULD WRITE THEIR OWN EVALUATION OF MERITS OF CASE FOR COLD WAR INTERPRETATION MADE BY LUKACS AND LA FABER. | 02623011<br>02623012<br>02623013 |
| *SETTING | INDEPENDENT, COLLEGE | 02623010 |
| *MATERIALS | BLANK | 02623005 |
| *LEVEL | BLANK | 02623008 |
| *GENERAL | SPECIALIST | 02623007 |
| *HOURS | 3 | 02623006 |
| *EVALUATION | HOW SOUNDLY DO THEY DEFEND THEIR INTERPRETATIONS HOW SOPHISTICATED IS THEIR CASE FOR ONE POINT OF VIEW OVER THE OTHER | 02623017<br>02623018<br>02623019 |
| *FILE | COLD WAR HISTORICAL INTERPRETATION | 02623009 |

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| *OBJECTIVES | GIVE OPPORTUNITY TO ARTICULATE AND TEST THEIR NOTIONS | 02624013 |
| *PREREQUISITE | ALL PREVIOUS MODULES | 02624014 |
| *EXPERIENCE | AMERICA AND THE WORLD DISCUSSION OF STUDENTS* | 02624011 |
| | INTERPRETATIONS OF LUKACS AND LA FABER. | 02624012 |
| *SETTING | OTHER (SPECIFY) 25, COLLEGE | 02624010 |
| *MATERIALS | BLANK | 02624005 |
| *LEVEL | BLANK | 02624008 |
| *GENERAL | SPECIALIST | 02624007 |
| *HOURS | 2 | 02624006 |
| *EVALUATION | HOW SOUNDLY DO THEY DEFEND THEIR OWN INTERPRETATIONS OF | 02624015 |
| | THE COLD WAR | 02624016 |
| *FILE | COLD WAR INTERPRETATIONS | 02624009 |

EXPERIMENTAL PSYCHOLOGY

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| *OBJECTIVES | ACQUAINT STUDENTS DIRECTLY WITH THE [NEW] PROGRAMS. | 01990 14 |
| *PREREQUISITE | NONE | 01990 15 |
| *EXPERIENCE | CRITICALLY SURVEY, VIA SLIDE CAROUSELS IN THE INSTRUCTIONAL RESOURCES CENTER, THE MATERIALS AND PROGRAMS PRODUCED BY THE VARIOUS [NEW] SOCIAL STUDIES PROJECTS. | 01990 11<br>01990 12<br>01990 13 |
| *SETTING | SMALL GROUP 21-12 STUDENTS* COLLEGE | 01990 10 |
| *MATERIALS | PROJECT MATERIALS AVAILABLE SOCIAL SCIENCE TEACHING INSTITUTE OR STATE DEPTS. OF EDUCATION | 01990 5<br>01990 |
| *LEVEL | ALL GRADES | 01990 8 |
| *GENERAL | SPECIALIST | 01990 7 |
| *HOURS | 5 | 01990 6 |
| *EVALUATION | STUDENTS SHOULD BE ABLE TO LIST AND RELATE THE NATURE AND NAME OF THE SEVERAL PROJECTS. THIS WILL SERVE AS A PREREQUISITE FOR THE FOLLOWING MODULES. IF THEY CAN COMPLETE THEM SUCCESSFULLY, THIS WILL IN ITSELF BE A FORM OF EVALUATION. | 01990 16<br>01990 17<br>01990 18<br>01990 19<br>01990 20 |
| *FILE | SOCIAL STU. PROGRAMS >NEW* CHANGE INITIAL SOCIAL STUDIES EXPER. | 01990 9<br>01990 |

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| *OBJECTIVES | TO PROVIDE DIRECT CONTACT WITH PROGRAMS ACTUALLY BEING UTILIZED. TO CRITICALLY OBSERVE HOW DIFFERENT KINDS OF STUDENTS REACT TO DIFFERENT KINDS OF PROGRAMS. MODULE 1990 ACQUAINTANCE WITH NEW SOCIAL STUDIES MATERIALS | 01991 16<br>01991 17<br>01991 18<br>01991 19 |
| *EXPERIENCE | OBSERVE SEVERAL [NEW] SOCIAL STUDIES PROGRAMS ACTUALLY BEING TAUGHT IN SEVERAL DIFFERENT TYPE SCHOOLS, I.E., RURAL VS. INNER CITY, BI-LINGUAL, ETC. STUDENTS SHOULD LATER HAVE OPPORTUNITY TO QUESTION THE TEACHERS THEY OBSERVED. | 01991 11<br>01991 12<br>01991 13<br>01991 14<br>01991 15<br>01991 10 |
| *SETTING | SMALL GROUP 21-12 STUDENTS* SCHOOL | 01991 15 |
| *MATERIALS | NAMES OF SCHOOLS UTILIZING [NEW] MATERIAL CAN BE OBTAINED FROM THE SOCIAL SCIENCE TEACHING INSTITUTE, OR DEPTS. OF ED OR RESPECTIVE STATES. | 01991<br>01991 |
| *LEVEL | ALL GRADES | 01991 8 |
| *GENERAL | SPECIALIST | 01991 7 |
| *HOURS | 5 | 01991 6 |
| *EVALUATION | STUDENTS SHOULD BE MORE ARTICULATE ABOUT THE [NEW] SOCIAL STUDIES PROGRAMS THAN THEY WERE AFTER MODULE = 199?. COMMENTS SHOULD NOW RELATE MORE WITH HOW THE ELEMENTARY STUDENT REACTED TO IDEAS AND MATERIALS. | 01991 20<br>01991 21<br>01991 22<br>01991 23 |
| *FILE | SOCIAL STUDIES PROGRAMS >NEW* CHANGE CLINICAL | 01991 9 |

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| *OBJECTIVES | THE PURPOSE OF THIS MODULE IS TO ENCOURAGE STUDENTS TO DIFFERENTIATE BETWEEN THEIR OWN EXPERIENCE IN SOCIAL STUDIES WHILE IN ELEMENTARY SCHOOL AND WHAT IS NOW OCCURRING IN ELEMENTARY SOCIAL STUDIES. TO IDENTIFY COMMON OR UNIQUE CONTENT, PLACEMENT AND TECHNIQUES. | 01992 19<br>01992 20<br>01992 21<br>01992 22<br>01992 23 |
| *PREREQUISITE | MODULES 1990 AND 1991 SOME EXPOSURE TO THE NEW MATERIALS. | 01992 24 |
| *EXPERIENCE | INDIVIDUALLY STUDENTS SHOULD COMPARE AND CONTRAST THE NEW MATERIALS VIEWED IN MODULE 1990 AND 1991 WITH THE [WHAT] AND [HOW] THEY WERE INSTRUCTED WHEN THEY WERE IN ELEMENTARY SCHOOL. THEY SHOULD IDENTIFY CONTENT COMMON TO BOTH THE TRADITIONAL AND TO THE NEW PROGRAMS, AND NEW CONTENT AREAS INTRODUCED BY THE NEW PROGRAMS. CONSIDERATION SHOULD ALSO BE GIVEN TO GRADE PLACEMENT OF CONTENT, TEACHING TECHNIQUES SHOULD LIKEWISE BE TREATED. | 01992 11<br>01992 12<br>01992 13<br>01992 14<br>01992 15<br>01992 16<br>01992 17<br>01992 18<br>01992 19 |
| *SETTING | INDEPENDENT COLLEGE | 01992 5 |
| *MATERIALS | NONE | 01992 8 |
| *LEVEL | ALL GRADES | 01992 7 |
| *GENERAL | SPECIALIST | 01992 6 |
| *HOURS | 3 | 01992 |
| *EVALUATION | STUDENTS SHOULD BE ABLE TO CITY SPECIFIC EXAMPLES OF NEW CONTENT, I.E. ANTHROPOLOGY AND ECONOMICS BEING PRESENT TO A GREATER DEGREE IN THE PROGRAMS. ALSO NEW TEACHING TECHNIQUES, I.E. CASE STUDIES AND SIMULATIONS. IDENTIFY TO A MORE LIMITED DEGREE COMMONALITIES BETWEEN TRADITIONAL AND NEW CONTENT, PLACEMENT, AND TECHNIQUES. | 01992 25<br>01992 26<br>01992 27<br>01992 28<br>01992 29<br>01992 30 |
| *FILE | SOC. STUD. PRG. >TRADITIONAL* CHANGE DIFFERENTIATING | 01992 9 |

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| *OBJECTIVES | TO SHOW STUDENTS HOW TO DIFFERENTIATE BETWEEN CONTENT AND TEACHING TECHNIQUES. ALSO, THAT SOME CONTENT AND TECHNIQUES ARE MORE REWARDING THAN OTHERS. DEVELOP SKILL IN GENERALIZING AND FORMING CONCEPTS. | 01993 16<br>01993 17<br>01993 18<br>01993 19 |
| *PREREQUISITE | KNOWLEDGE OF [NEW] SOCIAL STUDIES PROGRAMS. EXPERIENCE COMPARING AND CONTRASTING THEIR ELEMENTARY SCHOOL SOCIAL STUDIES EXPERIENCES WITH THE [NEW] PROGRAMS ≥MODULE 1992≤ | 01993 20<br>01993 21<br>01993 22 |
| *EXPERIENCE | BASED ON MODULES 199[illegible] AND 1991, AS A CLASS GROUP, GENERALIZE ABOUT THE CONTENT AND TECHNIQUES OF THE [NEW] PROGRAMS AS DESIRABLE TEACHING. IDENTIFY WITH THE GROUP HOW TO GENERALIZE AS THE DISCUSSION MOVES ALONG. ALSO DIFFERENTIATE AND IDENTIFY WHAT A CONCEPT IS. | 01993 11<br>01993 12<br>01993 13<br>01993 14<br>01993 15 |
| *SETTING | LARGE GROUP COLLEGE | 01993 [illegible] |
| *MATERIALS | NONE | 01993 5 |
| *LEVEL | ALL GRADES | 01993 8 |
| *GENERAL | SPECIALIST | 01993 7 |
| *HOURS | 2 | 01993 6 |
| *EVALUATION | STUDENTS SHOULD BE ABLE TO GENERALIZE AND IDENTIFY CONCEPTS. THEY SHOULD BE ABLE TO FORMULATE WHAT THEY CONSIDER TO BE A DESIRABLE SOCIAL STUDIES PROGRAM. | 01993 23<br>01993 24<br>01993 25 |
| *FILE | SOCIAL STUDIES PROGRAMS ≥NEW≤ CHANGE GENERALIZE | 01993 9 |

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| *OBJECTIVES | REINFORCE THE IDEA THAT CHANGE IS TAKING PLACE IN THE SOCIAL STUDIES. PROVIDE A FRAME OF REFERENCE FOR VIEWING ADDITIONAL NEW PROGRAMS. | 01994 16<br>01994 17<br>01994 18<br>01994 19 |
| *PREREQUISITE | PREVIOUS MODULES 1990-1993 | 01994 11 |
| *EXPERIENCE | CRITICALLY VIEW THE FILMSTRIP AND LISTEN TO THE ACCOMPANYING RECORDING [THE NEW SOCIAL STUDIES.] LIMITED DISCUSSION: OBJECTIVES, TEACHING STRATEGIES, MATERIALS, PUPIL DEPLOYMENT AND EVALUATION OF THE NEW SOCIAL STUDIES PROGRAMS IN GENERAL. | 01994 12<br>01994 13<br>01994 14<br>01994 15<br>01994 [illegible] |
| *SETTING | LARGE GROUP COLLEGE | |
| *MATERIALS | FILMSTRIP AND RELATED RECORDING [THE NEW SOCIAL STUDIES] THE SPECIAL MEDIA INSTITUTE, SYRACUSE UNIVERSITY, OR SOCIAL SCIENCE TEACHING INSTITUTE. FILMSTRIP PROJECTOR. | 01994 5<br>01994<br>01994 |
| *LEVEL | ALL GRADES | 01994 8 |
| *GENERAL | SPECIALIST | 01994 7 |
| *HOURS | 3 | 01994 6 |
| *EVALUATION | ORALLY OR IN WRITING DEFINE: OBJECTIVES, TEACHING STRATEGIES, HOW MATERIALS VARY, PUPIL DEPLOYMENT, AND KINDS OF EVALUATION. | 01994 20<br>01994 21<br>01994 22 |
| *FILE | SOCIAL STUDIES PROGRAMS CHANGE TEACHER SOC. STUD. AUDIO-VISUAL | 01994<br>01994 |

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| *OBJECTIVES | TO SHOW THAT THE AREA OF FAMILY IS STUDIED IN FIRST GRADE IN BOTH THE TRADITIONAL AND NEW PROGRAMS, BUT DIFFERENT ASPECTS AND TEACHING TECHNIQUES ARE UTILIZED IN THE NEW PROGRAMS. | 01995 24<br>01995 25<br>01995 26<br>01995 27 |
| *PREREQUISITE | EXPOSURE TO NEW SOCIAL STUDIES PROGRAMS. | 01995 28 |
| *EXPERIENCE | BASED ON EXPERIENCE MODULE 1992 AND 1993, STUDENTS MAY HAVE FOUND THAT STUDY OF THE FAMILY IS A SIGNIFICANT FACET OF THE TRADITIONAL FIRST GRADE SOCIAL STUDIES CURRICULUM AND ALSO IN THE NEW SOCIAL STUDIES PROGRAMS. IN COMPARING AND CONTRASTING SOME STUDENTS WILL HAVE FOUND THAT MANY DIFFERENT ASPECTS OF FAMILY LIFE REGARDED AS UNIQUE PREVIOUSLY ARE NOW CONSIDERED AND SIGNIFCANTLY DIFFERENT TEACHING APPROACHES TO THE FAMILY AREA ARE UTILIZED IN THE NEW SOCIAL STUDIES PROGRAMS. TO BRING THIS INTO FOCUS FOR THE TOTAL GROUP, CRITICALLY VIEW SEVERAL OVERHEAD TRANSPARENCIES OF SAMPLES OF THE NEW YORK CITY FIRST GRADE SOCIAL GUIDE FOR 1950 AND SAMPLES FROM SEVERAL OF | 01995 11<br>01995 12<br>01995 13<br>01995 14<br>01995 15<br>01995 16<br>01995 17<br>01995 18<br>01995 19<br>01995 20<br>01995 21<br>01995 22 |

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| | THE NEW PROGRAMS. | 01995 23 |
| *SETTING | LARGE GROUP COLLEGE | 01995 10 |
| *MATERIALS | N.Y.CITY SOCIAL STUDIES CURRICULUM GUIDE, 1950, AND NEW PROGRAMS. SEE SOCIAL SCIENCE TEACHING INSTITUTE OR DEPT OF ED. OF FIFTY STATES. | 01995 5<br>01995<br>01995 |
| *LEVEL | ALL GRADES | 01995 8 |
| *GENERAL | SPECIALIST | 01995 7 |
| *HOURS | 1/2 | 01995 6 |
| *EVALUATION | ORALLY OR IN WRITING SHOW HOW THE FAMILY IS TREATED IN BOTH TRADITIONAL AND MODERN SOCIAL STUDIES PROGRAMS. | 01995 29<br>01995 30 |
| *FILE | FAMILY SOCIAL STUDIES PROGRAMS - NEW COMPARISON | 01995 9 |

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| *OBJECTIVES | TO HELP OBSERVERS IDENTIFY HOW AN ANTHROPOGIST VIEWS FAMILY [. . . THE SIGNIFICANCE OF THE FAMILY AS THE BASIC AND UNIVERSAL UNIT OF SOCIAL ORGANIZATION.] TO DEMONSTRATE THAT THIS GENERALIZATION CAN BE TAUGHT YOUNG CHILDREN. TO BRING THE POTENTIAL TEACHER INTO PURPOSEFUL CONTACT WITH VARIED KINDS OF CHILDREN. TO A DEGREE, DEMONSTRATE A SOCIAL SCIENCE APPROACH TO TEACHING OF A SPECIFIC AREA: FAMILY. | 01996 20<br>01996 21<br>01996 22<br>01996 23<br>01996 24<br>01996 25<br>01996 26<br>01996 27 |
| *PREREQUISITE | SOME EXPOSURE TO THE DISCIPLINE OF ANTHROPOLOGY IN THE FIRST OR SECOND YEAR OF COLLEGE WORK. MODULE #1. OVERVIEW NEW PROGRAMS. | 01996 28<br>01996 29<br>01996 30 |
| *EXPERIENCE | CRITICALLY OBSERVE A FIRST GRADE CLASS BEING TAUGHT THE UNIT [SOCIAL ORGANIZATION: HOUSEHOLD]* FROM THE CONCEPT OF CULTURE MATERIAL, ANTHROPOLOGY CURRICULUM PROJECT. UNIVERSITY OF GEORGIA. PROVIDE OPPORTUNITY FOR THE OBSERVERS TO QUESTION THE TEACHER WHO TAUGHT THE MATERIAL AFTER THE OBSERVATION. IF TIME PERMITTED , SIMILAR OBSERVATIONS SHOULD BE MADE IN SEVERAL TYPES OF SCHOOLS, I.E. RURAL, SUBURBAN, INNER-CITY, OR BILINGUAL. VIDEO TAPE ONE OBSERVATION FOR GROUP CRITIQUE LATER. | 01996 11<br>01996 12<br>01996 13<br>01996 14<br>01996 15<br>01996 16<br>01996 17<br>01996 18<br>01996 19 |
| *SETTING | SMALL GROUP 21-12 STUDENTS* SCHOOL | 01996 10 |
| *MATERIALS | NAMES OF SCHOOLS PROVIDED BY S.S.T.I. OR DEPT. OF ED. OF RESPECTIVE STATES. VIDEO TAPE MACHINE | 01996 5<br>01996 |
| *LEVEL | ALL GRADES | 01996 8 |
| *GENERAL | SPECIALIST | 01996 7 |
| *HOURS | 3 | 01996 6 |
| *EVALUATION | TO ARTICULATE HOW AN ANTHROPOLOGIST WOULD HAVE A CHILD IDENTIFY AND COMPARE AND CONTRAST FAMILIES. | 01996 31<br>01996 32 |
| *FILE | ANTH. CUR. PROJECT UNIV. OF GA. SOC.STUDIES PROG. NEW | 01996 9 |

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| *OBJECTIVES | TO HAVE THE POTENTIAL TEACHER IDENTIFY IF THE CONTENT CAME OVER IN THE ACTUAL CLASSROOM AS INTENDED BY THE ANTHROPOLOGY CURRICULUM PROJECT. TO HAVE THE POTENTIAL TEACHER RELATE TO THE MATERIAL AND TO THE CLASS OBSERVED. | 01997 19<br>01997 20<br>01997 21<br>01997 22<br>01997 23 |
| *PREREQUISITE | MODULE 1995 | 01997 11 |
| *EXPERIENCE | HAVE STUDENTS COMPARE AND CONTRAST THE OBSERVATION [MODULE 1996]* WITH THE ACTUAL TEACHERS' GUIDE AND RELATED MATERIALS OF THE CONCEPT OF CULTURE, [GRADE 1]* ANTHROPOLOGY CURRICULUM PROJECT, UNIV. OF GEORGIA. REACT TO THESE QUESTIONS: DID THE CONTENT COME THROUGH AS THE AUTHORS INTENDED IN THE CLASS YOU OBSERVED? WHY DID IT OR WHY NOT? HOW WOULD YOU PERSONALLY HAVE HANDLED THIS MATERIAL AND WITH THESE STUDENTS? | 01997 12<br>01997 13<br>01997 14<br>01997 15<br>01997 16<br>01997 17<br>01997 18 |
| *SETTING | INDEPENDENT COLLEGE | 01997 10 |
| *SETTING | INDEPENDENT | 01997 |
| *MATERIALS | CONCEPT OF CULTURE, ANTHROPOLOGY CURRICULUM PROJECT, U.OF GA., ATHENS, GA. | 01997 5<br>01997 |
| *LEVEL | ALL GRADES | 01997 8 |
| *GENERAL | SPECIALIST | 01997 7 |
| *HOURS | 1 | 01997 6 |
| *EVALUATION | A RATIONAL WRITTEN OR ORAL REACTION TO THE QUESTIONS GIVEN ABOVE. | 01997 24<br>01997 25 |
| *FILE | ANTH. CURRIC. PROJECT ANTHROPOLOGY SOC. STUDIES PROG. NEW | 01997 9<br>01997 |

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| *OBJECTIVES | TO HELP OBSERVERS IDENTIFY A SOCIAL STUDIES APPROACH TO | 01998 | 21 |
| | THE AREA OF FAMILY--SEVERAL DISCIPLINES REPRESENTED. TO | 01998 | 22 |
| | IDENTIFY THE INQUIRY APPROACH AND THAT IT CAN BE UTILIZED | 01998 | 23 |
| | WITH YOUNG CHILDREN. TO BRING POTENTIAL TEACHERS INTO | 01998 | 24 |
| | CONTACT WITH DIFFERENT TYPES OF CHILDREN. | 01998 | 25 |
| *PREREQUISITE | EXPOSURE TO THE VARIOUS SOCIAL SCIENCE DISCIPLINES IN | 01998 | 26 |
| | YEAR ONE AND TWO. MODULE 1990. OVERVIEW NEW PROGRAMS. | 01998 | 27 |
| *EXPERIENCE | CRITICALLY OBSERVE A FIRST GRADE CLASS BEING TAUGHT MAIN | 01998 | 11 |
| | IDEA I (FAMILIES DIFFER IN SIZE AND COMPOSITION) OR MAIN | 01998 | 12 |
| | IDEA II (THE COMPOSITION OF A FAMILY MAY CHANGE) FROM | 01998 | 13 |
| | SOCIAL STUDIES GRADE 1, CONTRA COSTA COUNTY, PLEASANT | 01998 | 14 |
| | HILL, CALIFORNIA. PROVIDE OPPORTUNITY FOR THE OBSERVERS | 01998 | 15 |
| | TO QUESTION THE DEMONSTRATING TEACHER AFTER THE | 01998 | 16 |
| | OBSERVATION. IF TIME PERMITS, MAKE SIMILAR OBSERVATIONS | 01998 | 17 |
| | IN DIFFERING TYPES OF SCHOOLS, I.E. RURAL, SUBURBAN, | 01998 | 18 |
| | INNER-CITY, OR BILINGUAL. VIDEO TAPE ONE OBSERVATION FOR | 01998 | 19 |
| | GROUP CRITIQUE LATER. | 01998 | 20 |
| *SETTING | SMALL GROUP (1-12 STUDENTS) SCHOOL | 01998 | 10 |
| *MATERIALS | NAMES OF SCHOOLS UTILIZING CONTRA COSTA MATERIALS, | 01998 | 5 |
| | AVAILABLE S.S.T.I. OR DEPT OF ED. OF RESPECTIVE STATES | 01998 | |
| | VIDEO TAPE MACHINE | 01998 | |
| *LEVEL | ALL GRADES | 01998 | 8 |
| *GENERAL | SPECIALIST | 01998 | 7 |
| *HOURS | 3 | 01998 | 6 |
| *EVALUATION | ORALLY OR IN WRITING STUDENTS SHOULD BE ABLE TO | 01998 | 28 |
| | DIFFERENTIATE BETWEEN THE NATURE OF THE CONTENT OBSERVED | 01998 | 29 |
| | IN MODULE 1996 (CONCEPT OF CULTURE) AND IN THIS MODULE -- | 01998 | 30 |
| | LESS TECHNICAL, BROADER. A MORE STRUCTURED TEACHING | 01998 | 31 |
| | APPROACH SHOULD BE IDENTIFIED IN THIS MODULE. | 01998 | 32 |
| *FILE | CONTRA COSTA CO. MATERIAL SOC.STUDIES APPROACH SOC. | 01998 | 9 |
| | STUDIES PROG. NEW | 01998 | |

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| *OBJECTIVES | TO HELP THE POTENTIAL TEACHER CLEARLY IDENTIFY THE | 01999 | 22 |
| | STRUCTURED APPROACH IMPORTANT TO THIS PROGRAM. TO REFLECT | 01999 | 23 |
| | ON THE SUCCESS OF THE DEMONSTRATING TEACHER IN | 01999 | 24 |
| | TRANSFERRING THE APPROACH INTO THE CLASSROOM. TO | 01999 | 25 |
| | ENCOURAGE THE POTENTIAL TEACHER TO RELATE TO THE MATERIALS | 01999 | 26 |
| | AND TO THE CLASS OBSERVED. | 01999 | 27 |
| | | 01999 | 28 |
| *PREREQUISITE | MODULE 1998 | 01999 | 11 |
| *EXPERIENCE | HAVE STUDENTS COMPARE AND CONTRAST THE OBSERVATION | 01999 | 12 |
| | (MODULE 1998) WITH THE ACTUAL TEACHER HANDBOOK FOR CONTRA | 01999 | 13 |
| | COSTA SOCIAL STUDIES GRADE 1-6 AND BOOKLET SOCIAL STUDIES | 01999 | 14 |
| | GRADE 1. REACT TO THE FOLLOWING QUESTIONS: DID THE | 01999 | 15 |
| | DEMONSTRATING TEACHER FOLLOW THE TEACHING PROCEDURES | 01999 | 16 |
| | GIVEN IN THE TEACHER HANDBOOK AND GRADE GUIDE AS THE | 01999 | 17 |
| | AUTHOR DIRECTS. IF YES, HOW SPECIFICALLY COULD YOU TELL. | 01999 | 18 |
| | IF NO, WHAT WOULD YOU PERSONALLY HAVE DONE WITH THIS CLASS | 01999 | 19 |
| | TO MORE NEARLY GIVE THE STUDENTS THE STRUCTURED LEARNING | 01999 | 20 |
| | EXPERIENCE THIS PROGRAM CONSIDERS IMPORTANT. DID THE | 01999 | 21 |
| | CONTENT COME THROUGH AS PROPOSED. | 01999 | |
| *SETTING | INDEPENDENT COLLEGE | 01999 | 10 |
| *MATERIALS | CONTRA COSTA MATERIALS AVAILABLE RAPID PRINTERS + | 01999 | 5 |
| | LITHOGRAPHERS, 733 A ST., HAYWOOD, CALIF. OR S.S.T.I. OR | 01999 | |
| | ADDISON WESLEY PUBLISHERS | 01999 | |
| *LEVEL | ALL GRADES | 01999 | 8 |
| *GENERAL | SPECIALIST | 01999 | 7 |
| *HOURS | 4 | 01999 | 6 |
| *EVALUATION | A WRITTEN OR ORAL REACTION TO THE QUESTIONS GIVEN ABOVE. | 01999 | 29 |
| *FILE | CONTRA COSTA COUNTY PROG. SOC. STUDIES PROGRAMS NEW | 01999 | 9 |
| | SOCIAL STUDIES | 01999 | |

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| *OBJECTIVES | TO PROVIDE THE POTENTIAL ELEMENTARY SOCIAL STUDIES SPECIALIST AN OPPORTUNITY TO SEE ANOTHER SOCIAL SCIENCE APPROACH TO [FAMILY[ BEING TAUGHT. TO DEMONSTRATE THAT SIGNIFICANT GENERALIZATIONS CAN BE TAUGHT TO VERY YOUNG CHILDREN. | 02000 19<br>02000 20<br>02000 21<br>02000 22<br>02000 23<br>02000 24 |
| *PREREQUISITE | EXPOSURE TO THE VARIOUS SOCIAL SCIENCES IN THE PRECEDING TWO YEARS. MODULE 1990 OVERVIEW NEW SOCIAL STUDIES PROGRAMS. | 02000 25<br>02000 26 |
| *EXPERIENCE | CRITICALLY OBSERVE A FIRST GRADE CLASS BEING TAUGHT LESSON 1 [GETTING TO KNOW THE FAMILY,[ OUR WORKING WORLD. FAMILIES AT WORK, SCIENCE RESEARCH ASSOCIATES PROVIDE OPPORTUNITY FOR THE OBSERVERS TO INTERACT WITH THE TEACHER AFTER THE OBSERVATION. IF TIME PERMITS, MAKE SIMILAR OBSERVATIONS IN DIFFERING TYPES OF SCHOOLS, I.E. RURAL, SUBURBAN, INNER-CITY, OR BILINGUAL. VIDEO-TAPE ONE OBSERVATION FOR GROUP CRITIQUE LATER. | 02000 11<br>02000 12<br>02000 13<br>02000 14<br>02000 15<br>02000 16<br>02000 17<br>02000 18<br>02000 19 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ SCHOOL | 02000 5 |
| *MATERIALS | VIDEO TAPE MACHINE NAMES OF SCHOOLS UTILIZING OUR WORKING WORLD AVAILABLE S.S.T.I. OR DEPT. OF ED OF RESPECTIVE STATES. | 02000<br>02000<br>02000 6 |
| *LEVEL | ALL GRADES | 02000 7 |
| *GENERAL | SPECIALIST | 02000 5 |
| *HOURS | 3 | |
| *EVALUATION | ORALLY OR IN WRITEN DIFFERENTIATE CONTENT AND TEACHING TECHNIQUE WISE BETWEEN THE CONCEPT OF CULTURE 2MODULE 1996+ AND CONTRA COSTA COUNTY 2MODULE 1998+ AND THIS OUR WORKING WORLD APPROACH TO FAMILY. | 02000 27<br>02000 28<br>02000 29<br>02000 30 |
| *FILE | OUR WORKING WORLD SOCIAL STUDIES PROG. NEW SOCIAL STUDIES APPROACH | 02000 4<br>02000 |

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| *OBJECTIVES | TO ASSIST THE POTENTIAL TEACHER IN IDENTIFYING ANOTHER SOCIAL STUDIES APPROACH TO TEACHING THE AREA OF [FAMILY[, TO ENCOURAGE REFLECTION ON THE SUCCESS OF THE DEMONSTRATING TEACHER IN TRANSMITTING THE PROGRAMSS GOALS INTO THE CLASSROOM, TO PROMOTE THE STUDENT TO RELATE TO THE MATERIALS AND TO THE CLASS OBSERVED, | 02001 18<br>02001 19<br>02001 20<br>02001 21<br>02001 22<br>02001 23<br>02001 24 |
| *PREREQUISITE | MODULE =2000 | 02001 11 |
| *EXPERIENCE | HAVE STUDENTS COMPARE AND CONTRAST THE OBSERVATION 2MODULE 2000+ WITH THE ACTUAL RESOURCE UNIT OUR WORKING WORLD, FAMILIES AT WORK AND RELATED MATERIALS, STUDENTS SHOULD REACT TO THE FOLLOWING QUESTIONS: DID THE CONTENT COME THROUGH AS THE AUTHOR INTENDED IN THE CLASS YOU OBSERVED- WHY DID IT OR WHY NOT- HOW WOULD YOU PERSONALLY HAVE HANDLED THIS SECTION OF THE UNIT WITH THESE STUDENTS- | 02001 12<br>02001 13<br>02001 14<br>02001 15<br>02001 16<br>02001 17<br>02001 10 |
| *SETTING | INDEPENDENT COLLEGE | 02001 5 |
| *MATERIALS | OUR WORKING WORLD, FAMILIES AT WORK, SCIENCE RESEARCH ASSOCIATES, 259 E. ERIE, CHICAGO, ILL, OR S.S.T.I. | 02001<br>02001 8 |
| *LEVEL | ALL GRADES | 02001 7 |
| *GENERAL | SPECIALIST | 02001 6 |
| *HOURS | 3 | |
| *EVALUATION | A WRITTEN OR ORAL REACTION TO THE QUESTIONS GIVEN ABOVE. | 02001 25 |
| *FILE | OUR WORKING WORLD SOCIAL STUDIES PROGRAMS-NEW SOCIAL STUDIES APPROACH | 02001 9<br>02001 |

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| *OBJECTIVES | EXPOSE STUDENTS TO A USOE SPONSORED PROJECT IN WHICH SOCIAL SCIENCE CONCEPTS ARE TAUGHT TO ELEMENTARY STUDENTS. | 02002 16<br>02002 17 |
| *PREREQUISITE | WORKING DEFINITIONS OF THE SOCIAL SCIENCE DISCIPLINES. | 02002 18 |
| *EXPERIENCE | GRADES 1 AND 2 OF THE UNIVERSITY OF MINNESOTA SOCIAL STUDIES PROJECT FOCUS ON A COMPARATIVE STUDY OF FAMILIES AROUND THE WORLD, STUDENTS SHOULD BE FAMILIAR WITH THE STRUCTURE OF THESE UNITS AND THE SOCIAL SCIENCE CONCEPTS WHICH ARE DEVELOPED, | 02002 11<br>02002 12<br>02002 13<br>02002 14<br>02002 15 |
| *SETTING | INDEPENDENT COLLEGE | 02002 10 |
| *MATERIALS | SAMPLE UNITS OF THE U. OF MINNESOTA SOCIAL STUDIES PROJECT, GRADES 1 AND 2. | 02002 5<br>02002<br>02002 8 |
| *LEVEL | GRADES 1-4 | |

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| | SCIENTIFIC TO INVOLVE VALUES IN A SOCIAL SCIENCE OR SOCIAL STUDIES PROGRAM. 7, ARE VALUES CONTROVERSIAL. MUST THE SOCIAL SCIENCES AND SOCIAL STUDIES INVOLVE THE STUDY AND RATIONAL CRITIQUE OF VALUES. STUDENTS REACTION TO ABOVE QUESTIONS | 02004 24<br>02004 25<br>02004 26<br>02004 27<br>02004 28 |
| *SETTING | LARGE GROUP COLLEGE | 02004 10 |
| *MATERIALS | THE GREATER CLEVELAND SOCIAL SCIENCE PROGRAM, K-6, | 02004 5<br>02004 8 |
| *LEVEL | ALL GRADES | 02004 7 |
| *GENERAL | SPECIALIST | 02004 6 |
| *HOURS | 2 | 02004 35 |
| *EVALUATION | MULTIPLE CHOICE AND ESSAY QUESTIONS, DISCUSSION CONTRIBUTIONS, | 02004 36 |
| *FILE | GREATER CLEVELAND SOCIAL STUDIES PROBLEMS SOCIAL SCIENCE CONCEPTS | 02004 9<br>02004 |

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| *OBJECTIVES | TO LEARN THE SEQUENCE, GOALS, AND SUBJECT MATTER CONTAINED IN THE GCSS PROGRAM, | 02005 17<br>02005 18 |
| *PREREQUISITE | READ ANY TWO PARTS OF THE GCSS PROGRAM, EXAMINE A TRADITIONAL SOCIAL STUDIES SERIES, | 02005 19<br>02005 20 |
| *EXPERIENCE | GREATER CLEVELAND SOCIAL SCIENCE PROGRAM THE GCSS PROGRAM IS BASED ON A COMBINATION OF ANTHROPOLOGY, ECONOMICS, GEOGRAPHY, HISTORY, PHILOSOPHY, POLITICAL SCIENCE, AND SOCIOLOGY. PRESENT THE CENTRAL CONCEPTS OF THE SOCIAL SCIENCES AS CONTAINED IN THE GCSS PROGRAM, CLASS SUBCOMMITTEES DIVIDED UP ACCORDING TO SOCIAL SCIENCES | 02005 11<br>02005 12<br>02005 13<br>02005 14<br>02005 15<br>02005 16 |
| *SETTING | LARGE GROUP COLLEGE | 02005 10 |
| *MATERIALS | THE GREATER CLEVELAND SOCIAL SCIENCE PROGRAM, K-6 | 02005 5 |
| *LEVEL | ALL GRADES | 02005 8 |
| *GENERAL | SPECIALIST | 02005 7 |
| *HOURS | 8 | 02005 6 |
| *EVALUATION | VERBAL OR WRITTEN REPORT COMPARING THE GCSS PROGRAM WITH A TRADITIONAL SERIES PROGRAM. | 02005 21<br>02005 22 |
| *FILE | GREATER CLEVELAND SOCIAL STUDIES PROGRAMS SOCIAL SCIENCE CONCEPTS | 02005 9<br>02005 |

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| *OBJECTIVES | TO OBSERVE THE USE OF THE GCSS PROGRAM, | 02006 13<br>02006 14 |
| *PREREQUISITE | BLANK | 02006 11 |
| *EXPERIENCE | GREATER CLEVELAND SOCIAL SCIENCE PROGRAM ARRANGE TO OBSERVE SEVERAL SESSIONS OF CLASSES USING THE GCSS PROGRAM | 02006 12 |
| *SETTING | LARGE GROUP SCHOOL | 02006 10 |
| *MATERIALS | BLANK | 02006 5 |
| *LEVEL | ALL GRADES | 02006 8 |
| *GENERAL | SPECIALIST | 02006 7 |
| *HOURS | 2 | 02006 6 |
| *EVALUATION | VERBAL OR WRITTEN REPORT ON THE OBSERVATIONS, | 02006 15 |
| *FILE | BLANK | 02006 9 |

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| *OBJECTIVES | STUDENTS WILL BE ENABLED TO BETTER TRANSLATE THEIR UNDERSTANDING OF WHAT THE SOCIAL SCIENCES ARE INTO TERMS SUITABLE FOR ELEMENTARY STUDENTS, | 02007 23<br>02007 24<br>02007 25 |
| *PREREQUISITE | WORKING DEFINITIONS OF THE SOCIAL SCIENCE DISCIPLINES, | 02007 26 |
| *EXPERIENCE | VIEW THE FILMSTRIP, (SCIENTISTS WHO STUDY PEOPLE( WHICH WAS DESIGNED TO INTRODUCE SOCIAL SCIENCE TO CHILDREN, IT COMPARES AND CONTRASTS THE SOCIAL SCIENCES WITH THE PHYSICAL AND BIOLOGICAL SCIENCES, CONCEPTS INCLUDED IN FILMSTRIP: A. ALL PEOPLE ARE CURIOUS ABOUT THE WORLD, B. THERE ARE 3 WORLDS OF OBJECTS + PHENOMENA WHICH GIVE RISE TO THE 3 SCIENCES. PHYSICAL, BIOLOGICAL, AND SOCIAL, C. THE SCIENTIFIC METHOD IS USED BY ALL SCIENTISTS, D. IN EACH SCIENCE THERE IS BASIC RESEARCH AND APPLIED SCIENCE, E. THERE ARE SUBCATEGORIES WITHIN THE SOCIAL SCIENCES, DISCUSSION OF USE IN ELEMENTARY CLASSROOMS SHOULD FOLLOW VIEWING OF FILMSTRIP, | 02007 11<br>02007 12<br>02007 13<br>02007 14<br>02007 15<br>02007 16<br>02007 17<br>02007 18<br>02007 19<br>02007 20<br>02007 21<br>02007 22 |
| *SETTING | LARGE GROUP COLLEGE | 02007 10 |

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| *GENERAL | SPECIALIST | 02002 7 |
| *HOURS | 3 | 02002 6 |
| *EVALUATION | SELECT A FAMILY LIVING IN A CULTURE OTHER THAN THOSE USED IN THE MINNESOTA MATERIALS AND HAVE STUDENT DEVELOP A TEACHING UNIT BASED ON THE MINNESOTA PRINCIPLES, | 02002 19<br>02002 20<br>02002 21 |
| *FILE | FAMILIES U. OF MINNESOTA COMPARATIVE CULTURES | 02002 9 |

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| *OBJECTIVES | TO BUILD SKILL IN DRAWING GENERALIZATIONS, TO DECIDE WHAT CONSTITUTES DESIRABLE SOCIAL STUDIES INSTRUCTION, TO GAIN SKILL IN SMALL GROUP INTERACTION, | 02003 23<br>02003 24<br>02003 25<br>02003 26 |
| *PREREQUISITE | MODULES 1996 THRU 2001, | 02003 11 |
| *EXPERIENCE | SHOW VIDEO TAPES FROM THE OBSERVATIONS CONCEPT OF CULTURE ≥MODULE 1996•, CONTRA COSTA ≥MODULE 1998•, AND OUR WORKING WORLD ≥MODULE 2000• IN CLOSE SUCCESSION WITHOUT DISCUSSION, BREAK THE LARGE CLASS INTO SMALLER GROUPS TO PROMOTE INTERACTION ABOUT THE TAPES VIEWED AND PERSONAL REACTIONS TO THEIR OWN OBSERVATIONS, FOCUS ON IDENTIFYING CONCEPTS AND GENERALIZATIONS OBSERVED, COMPARE AND CONTRAST THE CONCEPTS AND GENERALIZATIONS FROM THE THREE PROGRAMS THEMSELVES AND ALSO WITH WHAT THE CLASS WAS TAUGHT WHEN THEY WERE IN THE FIRST GRADE ABOUT FAMILY, ALSO CONSIDER INSTRUCTIONAL TECHNIQUES, HAVE THE SMALL GROUPS GENERALIZE ON WHAT CONSTITUTES DESIRABLE TEACHING, | 02003 12<br>02003 13<br>02003 14<br>02003 15<br>02003 16<br>02003 17<br>02003 18<br>02003 19<br>02003 20<br>02003 21<br>02003 22 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02003 10 |
| *MATERIALS | VIDEO TAPES OF EARLIER OBSERVATIONS, VIDEO TAPE PROJECTOR | 02003 5 |
| *LEVEL | ALL GRADES | 02003 8 |
| *GENERAL | SPECIALIST | 02003 7 |

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| *HOURS | 2 | 02003 6 |
| *EVALUATION | TO ORALLY OR IN WRITTEN DRAW GENERALIZATIONS, TO FORM DECISION ON WHAT CONSTITUTES DESIRABLE SOCIAL STUDIES INSTRUCTION, TO PHYSICALLY EVIDENCE SKILL IN SMALL GROUP INTERACTION, | 02003 27<br>02003 28<br>02003 29<br>02003 30 |
| *FILE | GENERALIZING SKILL SOCIAL STUDIES PROGRAMS - NEW USE OF VIDEO TAPES | 02003 9<br>02003 |

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| *OBJECTIVES | TO SHOW HOW THE SOCIAL SCIENCE DISCIPLINES ARE USED IN THE GCSS PROGRAM, TO DISCUSS VALUES AND THEIR ROLE IN THE GCSS PROGRAM, | 02004 29<br>02004 30<br>02004 31 |
| *PREREQUISITE | A CURSORY EXAMINATION OF SEVERAL PARTS OF THE GCSS PROGRAM, READ THE GCSS PROGRAM HANDBOOK FOR SOCIAL SCIENCE TEACHERS, | 02004 32<br>02004 33<br>02004 34 |
| *EXPERIENCE | GREATER CLEVELAND SOCIAL SCIENCE PROGRAM OUTLINE OF QUESTIONS AND STATEMENTS FOR EXAMINATION, DISCUSSION, LECTURE, AND COMPARISON: 1, WHAT ARE THE DIFFERECES BETWEEN THE SOCIAL SCIENCES AND THE SOCIAL STUDIES. 2, IS THERE A STRUCTURE TO THE SOCIAL STUDIES. IS THERE A STRUCTURE TO THE SOCIAL SCIENCES. 3, IS THERE ONE SCIENTIFIC METHOD. WHAT IS THE ROLE OF LOGIC AND REASON IN RELATION TO THE SOCIAL SCIENCES AND SOCIAL STUDIES. 4, DEFINE CONCEPTS, PRINCIPLE, GENERALIZATION, MODEL, AND THEORY, 5, CAN THE SOCIAL SCIENCES BE USED FOR SEQUENCE, ARTICULATION AND CUMULATION FOR A SOCIAL STUDIES PROGRAM. 6, DEFINE VALUES, CAN VALUES BE TAUGHT. IS IT POSSIBLE TO PRODUCE A VALUE-FREE SOCIAL STUDIES PROGRAM. IS IT | 02004 11<br>02004 12<br>02004 13<br>02004 14<br>02004 15<br>02004 16<br>02004 17<br>02004 18<br>02004 19<br>02004 20<br>02004 21<br>02004 22<br>02004 23 |

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| *MATERIALS | FILMSTRIP PROJECTOR, SCREEN, FILMSTRIP CITED ABOVE, | 02007 | 5 |
| *LEVEL | ALL GRADES | 02007 | 8 |
| *GENERAL | SPECIALIST | 02007 | 7 |
| *HOURS | 1 | 02007 | 6 |
| *EVALUATION | CLASSROOM OBSERVATION BY UNIVERSITY SUPERVISOR AS TEACHER | 02007 | 27 |
| | CANDIDATE LEADS PRE-FILMSTRIP PREPARATION AND PAST | 02007 | 28 |
| | FILMSTRIP DISCUSSION WITH GROUP OF ELEMENTARY STUDENTS, | 02007 | 29 |
| *FILE | SOCIAL SCIENCES SCIENTIFIC METHOD ROLE OF SOCIAL SCIENTIST | 02007 | 9 |

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| *OBJECTIVES | EXPOSE STUDENTS TO INNOVATIVE PROGRAM FOR TEACHING SOCIAL | 02008 | 17 |
| | SCIENCE METHODOLOGY TO ELEMENTARY CHILDREN, PROVIDE | 02008 | 18 |
| | OPPORTUNITY TO OBSERVE AND ANALYZE HUMAN BEHAVIOR IN A | 02008 | 19 |
| | STRUCTURED SITUATION, | 02008 | 20 |
| *PREREQUISITE | MODULE 1996 OF THIS SERIES, | 02008 | 21 |
| *EXPERIENCE | A WORKING ACQUAINTANCE WITH THE LIPPITT-FOX BEHAVIORAL | 02008 | 11 |
| | SCIENCE SERIES, GRADES 4-6, A PROGRAM TO BE PUBLISHED BY | 02008 | 12 |
| | SCIENCE RESEARCH ASSOCIATES IN 1969, THE MATERIAL | 02008 | 13 |
| | PROVIDES SIX AREAS OF HUMAN BEHAVIOR THAT ARE STUDIED IN | 02008 | 14 |
| | INTERCHANGEABLE UNITS FOLLOWING AN INTRODUCTORY UNIT ON | 02008 | 15 |
| | BASIC METHODOLOGY, | 02008 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 02008 | 10 |
| *MATERIALS | LIPPITT-FOX BEHAVIORAL SCIENCE SERIES, GRADES 4-6 | 02008 | 5 |
| *LEVEL | ALL GRADES | 02008 | 8 |
| *GENERAL | SPECIALIST | 02008 | 7 |
| *HOURS | 2 | 02008 | 6 |
| *EVALUATION | ALILITY TO GUIDE ELEMENTARY STUDENTS THROUGH AN | 02008 | 22 |
| | INVESTIGATION OF AT LEAST ONE OF THE SIX AREAS OF HUMAN | 02008 | 23 |
| | BEHAVIOR INCLUDED IN THE LIPPITT-FOX PROGRAM, | 02008 | 24 |
| *FILE | BEHAVIORAL SCIENCE SOCIAL SCIENCES ROLE OF SOCIAL SCIENTIST | 02008 | 9 |

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| *OBJECTIVES | CLARIGY THE DISTINCTION BETWEEN DESCRIPTION, INFERENCE, | 02009 | 16 |
| | AND VALUE JEDGMENTS IN OBSERVING AND INTERPRETING HUMAN | 02009 | 17 |
| | BEHAVIOR. | 02009 | 18 |
| *PREREQUISITE | SOME DISCUSSION OF THE SKILLS NECESSARY TO A SOCIAL | 02009 | 19 |
| | SCIENTIST, | 02009 | 20 |
| *EXPERIENCE | USING CUTTING FROM A FILM SHOWING PEOPLE INTERACTING, | 02009 | 11 |
| | PERHAPS IN A FOREIGN CULTURE, ASSIST THE STUDENT TO | 02009 | 12 |
| | DISTINGUISH BETWEEN DESCRIPTIONS, INFERENCES, AND VALUE | 02009 | 13 |
| | JUDGMENTS AS THEY OBSERVE BEHAVIOR AND ATTEMPT TO | 02009 | 14 |
| | INTERPRET IT, | 02009 | 15 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02009 | 10 |
| *MATERIALS | PROJECTOR, SCREEN, CUTTING FROM SELECTED FILM. | 02009 | 5 |
| *LEVEL | ALL GRADES | 02009 | 8 |
| *GENERAL | SPECIALIST | 02009 | 7 |
| *HOURS | 1 | 02009 | 6 |
| *EVALUATION | ANALYSIS OF A SIMILAR FILM WITHOUT GUIDENCE FROM THE | 02009 | 21 |
| | INSTRUCTOR, | 02009 | 22 |
| *FILE | OBSERVATION OBJECTIVITY SOCIAL SCIENTIST | 02009 | 9 |

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| *OBJECTIVES | CREATE AN AWARENESS OF USOE AND THEIR ROLE IN CURRICULUM | 02010 | 15 |
| | DEVELOPMENT, PREPARE STUDENTS TO USE THE LIPPITT-FOX | 02010 | 16 |
| | LABORATORY APPROACH TO LEARNING ABOUT HUMAN BEHAVIOR, | 02010 | 17 |
| *PREREQUISITE | WORKING DEFINITIONS OF THE SOCIAL SCIENCE DISCIPLINES. | 02010 | 18 |
| *EXPERIENCE | EXPOSURE TO RESEARCH SPONSORED BY THE USOE IN THE SOCIAL | 02010 | 11 |
| | SCIENCE AREA. FAMILIARIZATION WITH THE LIPPITT-FOX | 02010 | 12 |
| | PROJECT IN TEACHING SOCIAL SCIENCE PROCESSES TO | 02010 | 13 |
| | ELEMENTARY STUDENTS THROUGH DIRECT EXPOSURE. | 02010 | 14 |
| *SETTING | LARGE GROUP COLLEGE | 02010 | 10 |
| *MATERIALS | SUMMARY OF THE REPORT: (TEACHING OF SOCIAL SCIENCE | 02010 | 5 |
| | MATERIAL IN THE ELEMENTARY SCHOOL( COOP, RESEARCH PROJECT | 02010 | |
| | NO; E-011, FOX, LIPPITT, LOHMAN | 02010 | |
| *LEVEL | GRADES 5-8 | 02010 | 8 |
| *GENERAL | SPECIALIST | 02010 | 7 |
| *HOURS | 1 | 02010 | 6 |

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| *EVALUATION | DEVISE A PROBLEM WHICH ELEMENTARY STUDENTS MAY ANALYSE FOLLOWING THE 11 PHASES OF UNIT DEVELOPMENT DESCRIBED BY LIPPITT, FOX AND LOHMAN, | 02010 19<br>02010 20<br>02010 21 |
| *FILE | SOCIAL SCIENCES USOE RESEARCH INQUIRY | 02010 9 |

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| *OBJECTIVES | TO BECOME AWARE OF THE INFLUENCE OF LEGISLATION ON CURRICULUM DEVELOPMENT. TO BECOME AWARE OF THE ACTIVITIES OF THE STATE DEPARTMENT OF EDUCATION AND ITS EFFECT ON CURRICULUM DEVELOPMENT. | 02011 19<br>02011 20<br>02011 21<br>02011 22<br>02011 23 |
| *PREREQUISITE | NONE | |
| *EXPERIENCE | EXPOSURE TO STATE LEGISLATION AND ACTIONS OF THE MICHIGAN STATE DEPARTMENT OF EDUCATION AS THEY AFFECT THE SOCIAL STUDIES CURRICULUM USING AS AN EXAMPLE PUBLIC ACT 127, 1966, AND THE (REPORT ON THE TREATMENT OF MINORITIES IN AMERICAN HISTORY TEXTBOOKS(, MICHIGAN DEPARTMENT OF EDUCATION, JULY 1968. (AS THESE MODULES ARE IMPLEMENTED IN STATES OTHER THAN MICHIGAN IT IS SUGGESTED THAT MICHIGAN'S PUBLICATION BE USED AS A MODEL)* | 02011 11<br>02011 12<br>02011 13<br>02011 14<br>02011 15<br>02011 16<br>02011 17<br>02011 18<br>02011 10 |
| *SETTING | LARGE GROUP COLLEGE | |
| *MATERIALS | COPY OF REPORT CITED ABOVE WHICH ALSO CONTAINS THE TEXT OF PUBLIC ACT 127. | 02011 5<br>02011 |
| *LEVEL | ALL GRADES | 02011 8 |
| *GENERAL | SPECIALIST | 02011 7 |
| *HOURS | 1 | 02011 6 |
| *EVALUATION | DEMONSTRATION OF AWARENESS OF LEGISLATION AND ACTIVITIES OF THE STATE DEPARTMENT OF EDUCATION IN INFLUENCING THE PROCESS OF CURRICULUM DEVELOPMENT. | 02011 24<br>02011 25<br>02011 26 |
| *FILE | TEXT EVALUATION MINORITY GROUPS STATE DEPT OF EDUCATION. | 02011 9<br>02011 |

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| *OBJECTIVES | PROVIDE STUDENTS WITH BACKGROUND NECESSARY TO JUDGE ERRORS OF OMISSION IN U. S. HISTORY TEXTS IN MATTERS OF NEGRO CONTRIBUTIONS. | 02012 26<br>02012 27<br>02012 28<br>02012 29 |
| *PREREQUISITE | PREVIOUS MODULE 2011 | |
| *EXPERIENCE | THE (REPORT ON THE TREATMENT OF MINORITIES IN AMERICAN TEXTBOOKS( SPEAKS OF HISTORICAL INACCURACIES THAT RESULT FROM ERRORS OF OMISSION (P.4). IT ALSO RECOMMENDS (P.7) THAT TEACHER EDUCATION INSTITUTIONS SHOULD, (DEVELOP OR EXPAND EXISTING PROGRAMS THAT WILL PREPARE FUTURE TEACHERS NOT ONLY TO BECOME MORE FAMILIAR WITH INSTRUCTIONAL MATERIALS THAT ADEQUATELY PRESENT THE CONTRIBUTIONS AND ACCOMPLISHMENTS OF MINORITIES, BUT ALSO TO BETTER UNDERSTAND THE NATURE OF OUR SOCIETY'S MULTIETHNIC, MULTIRACIAL NATURE, BOTH TODAY AND IN THE PAST. IN ORDER TO FULFILL THE ABOVE RECOMMENDATION AND PROVIDE THE STUDENT WITH THE BACKGROUND NECESSARY TO BE AWARE OF ERRORS OF OMISSION, AT LEAST ONE COMPREHENSIVE WORK DEALING WITH THE NEGRO IN AMERICA SHOULD BE REQUIRED. BEFORE THE MAYFLOWER, LERONE BENNETT, JR., IS RECOMMENDED. | 02012 11<br>02012 12<br>02012 13<br>02012 14<br>02012 15<br>02012 16<br>02012 17<br>02012 18<br>02012 19<br>02012 20<br>02012 21<br>02012 22<br>02012 23<br>02012 24<br>02012 25 |
| *SETTING | LARGE GROUP COLLEGE | 02012 10 |
| *MATERIALS | BEFORE THE MAYFLOWER: A HISTORY OF THE NEGRO IN AMERICA 1619-1964, LERONE BENNETT, JR, REVISED EDITION, PENGUIN 1966, 435 P. | 02012 5<br>02012<br>02012 |
| *LEVEL | ALL GRADES | 02012 8 |
| *GENERAL | GENERALIST | 02012 7 |
| *HOURS | 8 | 02012 6 |
| *EVALUATION | THE QUALITY OF THE TEXTBOOK ANALYSIS PRODUCED IN MODULE 2013 OF THIS SEQUENCE. | 02012 30<br>02012 31 |
| *FILE | MINORITY GROUPS U. S. HISTORY NEGRO IN AMERICA | 02012 9 |

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| *OBJECTIVES | TO DEVELOP THE ABILITY OF THE STUDENT TO APPLY REASONABLE CRITERIA IN EVALUATING SOCIAL STUDIES TEXTS TO ACCESS THEIR TREATMENT OF MINORITY GROUPS. | 02013 15<br>02013 16<br>02013 17<br>02013 18 |
| *PREREQUISITE | PREVIOUS MODULE 2011 + 2012 | |
| *EXPERIENCE | COMPLETE AN EVALUATION OF TWO OR MORE ELEMENTARY U. S. HISTORY TEXTS TO DETERMINE THE MANNER IN WHICH THEY TREAT MINORITY GROUPS USING THE GUIDELINES DEVELOPED BY THE MICHIGAN STATE DEPARTMENT OF EDUCATION, JULY, 1968. | 02013 11<br>02013 12<br>02013 13<br>02013 14 |

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| *SETTING | INDEPENDENT COLLEGE | 02013 10 |
| *MATERIALS | TWO OR MORE RANDOMLY SELECTED U. S. HISTORY TEXTS FOR UPPER ELEMENTARY. COPY OF [REPORT ON THE TREATMENT OF MINORITIES IN AMERICAN HISTORY TEXTBOOKS.[ | 02013 5<br>02013<br>02013 |
| *LEVEL | ALL GRADES | 02013 8 |
| *GENERAL | SPECIALIST | 02013 7 |
| *HOURS | 6 | 02013 6 |
| *EVALUATION | CAN THE STUDENT EVALUATE ELEMENTARY SOCIAL STUDIES TEXTS FOR TREATMENT OF MINORITY GROUPS USING A WELL DEVELOPED SET OF GUIDELINES. | 02013 19<br>02013 20<br>02013 21 |
| *FILE | TEXT EVALUATION MINORITY GROUPS U. S. HISTORY | 02013 9 |

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| *OBJECTIVES | CREATE AN AWARENESS OF THE NEED FOR STUDENTS TO DEVELOP MORAL VALUES AND PROVIDE A BACKGROUND FOR THE STUDENT TO THINK ABOUT THE ROLE OF THE SCHOOL IN VALUE FORMATION. | 02014 20<br>02014 21<br>02014 22<br>02014 23 |
| *PREREQUISITE | MODULE 2011 | 02014 11 |
| *EXPERIENCE | STUDENTS SHOULD BE AWARE OF THE MICHIGAN STATE DEPARTMENT OF EDUCATION AND ITS INFLUENCE ON CURRICULUM DEVELOPMENT. THEY SHOULD BE GIVEN AN OPPORTUNITY TO UTILIZE THE FINDINGS OF SDE STUDIES AS THEY PROVIDE MANDATES FOR CHANGE. IN THIS INSTANCE, A MORE REALISTIC POSITION FOR THE SCHOOL IN EDUCATION FOR MORAL VALUES, ≥AS THESE MODULES ARE IMPLEMENTED IN STATES OTHER THAN MICHIGAN THE APPROPRIATE STATE DEPARTMENT OF EDUCATION SHOULD BE CONTACTED FOR PARALLEL MATERIALS.• | 02014 12<br>02014 13<br>02014 14<br>02014 15<br>02014 16<br>02014 17<br>02014 18<br>02014 19 |
| *SETTING | INDEPENDENT COLLEGE | 02014 10 |
| *MATERIALS | [EDUCATION IN MORAL VALUES IN MICHIGAN[, MICHIGAN DEPARTMENT OF EDUCATION, MAY, 1968, 31 P, | 02014 5<br>02014 |
| *LEVEL | ALL GRADES | 02014 8 |
| *GENERAL | GENERALIST | 02014 7 |
| *HOURS | 2 | 02014 6 |
| *EVALUATION | DEVISE AN EXPERIENCE IN WHICH THE MORAL VALUES WHICH ELEMENTARY STUDENTS ARE IN THE PROCESS OF FORMING CAN BE TRIED OUT IN TERMS OF IMMEDIATE EXPERIENCE. | 02014 24<br>02014 25<br>02014 26 |
| *FILE | MORAL VALUES CONTROVERSIAL ISSUES, STATE DEPST. OF EDUCATION | 02014 9<br>02014 |

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| *OBJECTIVES | PROVIDE THE TEACHER CANDIDATE WITH EXPOSURE TO WORKS OF FICTION APPROPRIATE FOR UPPER ELEMENTARY STUDENTS AND ALERT THEM TO THEIR VALUE IN DEVELOPING STUDENT ATTITUDES. | 02015 20<br>02015 21<br>02015 22<br>02015 23 |
| *PREREQUISITE | NONE | 02015 11 |
| *EXPERIENCE | ALTHOUGH FENTON QUESTIONS THE PRACTICE OF ASSIGNING HISTORICAL NOVELS EXCEPT AS MOTIVATION, THERE IS SOMETHING TO BE SAID FOR WELL WRITTEN NOVELS AS THEY CONTRIBUTE TO THE STUDENT≤S UNDERSTANDING OF TODAY≤S PROBLEMS BY COMING UPON SIMILAR PROBLEMS IN ANOTHER TIME AND PLACE: THE NON-VIOLENT PHILOSOPHY OF JOHNNY APPLESEED IN IRENE HUNT≤S TRAIL OF APPLE BLOSSOMS ≥FOLLETT, 1968• OR LIFE IN A EUROPEAN GHETTO IN ISH-KISHOR≤S A BOY OF OLD PRAGUE ≥PANETHEON, 1963•, | 02015 12<br>02015 13<br>02015 14<br>02015 15<br>02015 16<br>02015 17<br>02015 18<br>02015 19 |
| *SETTING | INDEPENDENT COLLEGE | 02015 10 |
| *MATERIALS | BOOKS OF FICTION SUCH AS THOSE ABOVE. NEW LISTS SHOULD BE COMPILED EACH YEAR. | 02015 5<br>02015 |
| *LEVEL | GRADES 5-8 | 02015 8 |
| *GENERAL | GENERALIST SPECIALIST | 02015 7 |
| *HOURS | 6 | 02015 6 |
| *EVALUATION | A WRITTEN ANALYSIS OF A BOOK OF FICTION APPROPRIATE FOR AN UPPER ELEMENTARY STUDENT WHICH WILL DEMONSTRATE THE TEACHER≤S ABILITY TO RECOGNIZE HISTORICAL THEMES WHICH HAVE RELEVANCE FOR TODAY. A TEACHER-LED STUDENT DISCUSSION OF SUCH WORKS OF FICTION WOULD DEMONSTRATE HER ABILITY NOT ONLY TO RECOGNIZE SIGNIFICANT THEMES BUT ALSO TO ASSIST STUDENTS IN RECOGNIZING THEM. | 02015 24<br>02015 25<br>02015 26<br>02015 27<br>02015 28<br>02015 29<br>02015 30 |
| *FILE | HISTORICAL FICTION AMERICAN HISTORY WORLD HISTORY | 02015 9 |

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| *OBJECTIVES | 1. DEFINE SIMULATION PRIOR TO PARTICIPATION IN A SIMULATION. 2. EXPERIENCE INQUIRY TYPE QUESTIONING TO ENCOURAGE THIS SKILL. | 02016 20<br>02016 21<br>02016 22 |

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| | | 02016 23 |
| *PREREQUISITE | NONE | |
| *EXPERIENCE | ON AN OVERHEAD PROJECTOR WRITE THE WORD [SIMULATION.[ ASK | 02016 11 |
| | THE GROUP WHAT THEY THINK THE WORD MEANS. HAVE THESE | 02016 12 |
| | INDIVIDUALS EXPLAIN [WHY[ THEY OFFER THE DEFINITION. LIST | 02016 13 |
| | THE DEFINITIONS ON THE OVERHEAD PROJECTOR FOR ALL TO SEE | 02016 14 |
| | AND REACT. CONTINUE THIS UNTIL A DEFINITION INDICATING | 02016 15 |
| | A COMBINATION OF MODEL, ROLE PLAYING, AND GAME EVOLVE. | 02016 16 |
| | LIST THE CONCISE DEFINITION FOR ALL TO SEE. POINT OUT THE | 02016 17 |
| | INQUIRY TYPE QUESTIONING UTILIZED. REFLECT BRIEFLY ON ITS | 02016 18 |
| | USE AS A TEACHING TECHNIQUE. | 02016 19 |
| | | 02016 10 |
| *SETTING | LARGE GROUP COLLEGE | 02016 5 |
| *MATERIALS | OVERHEAD PROJECTOR | 02016 8 |
| *LEVEL | ALL GRADES | 02016 7 |
| *GENERAL | SPECIALIST | 02016 6 |
| *HOURS | 1 | 02016 24 |
| *EVALUATION | 1. THE INDIVIDUAL SHOULD BE ABLE TO ACCURATELY DEFINE | 02016 25 |
| | SIMULATION. 2. THE POTENTIAL TEACHER SHOULD BE BETTER | 02016 26 |
| | ABLE TO ASK INQUIRY TYPE QUESTIONS. | 02016 9 |
| *FILE | SIMULATION DEFINITIONS TEACHING TECHNIQUE | |

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| *OBJECTIVES | TO EXPERIENCE A SIMULATION MAKING THE DEFINITION OF | 02017 19 |
| | SIMULATION MORE REAL. TO GAIN EXPERIENCE WITH SIMULATION | 02017 20 |
| | SO THAT THE INDIVIDUAL CAN MORE EFFECTIVELY DIRECT A | 02017 21 |
| | SIMULATION. INCREASE THE POTENTIAL TEACHERS KNOWLEDGE OF | 02017 22 |
| | ECONOMICS, TO EXPERIENCE HAVING THEIR PERSONAL OPINIONS | 02017 23 |
| | SOUGHT AND GAINING SOME KNOWLEDGE OF AND SKILL IN THIS | 02017 24 |
| | TECHNIQUE. | 02017 25 |
| *PREREQUISITE | A DEFINITION OF SIMULATION. ≥MODULE 2016•, SOME KNOWLEDGE | 02017 26 |
| | OF ECONOMIC FROM THEIR FIRST TWO YEARS OF TRAINING. | 02017 27 |
| *EXPERIENCE | PLAY THE SIMULATION [MARKET.[ SEEK REACTIONS. HAVE | 02017 11 |
| | STUDENTS COMPARE AND CONTRAST THIS TECHNIQUE OF TEACHING | 02017 12 |
| | [EXCHANGE[ WITH OTHER WAYS OF TEACHING THIS CONTENT AREA. | 02017 13 |
| | ASK IF THEY WERE TAUGHT THIS GENERALIZATION RELATED TO | 02017 14 |
| | EXCHANGE AND IF SO [HOW[. LIST THE ADVANTAGES AND | 02017 15 |
| | DISADVANTAGES OF THE SIMULATION TECHNIQUE ON THE OVERHEAD | 02017 16 |
| | PROJECTOR. POINT OUT THAT STUDENT REACTION WAS SOUGHT, | 02017 17 |
| | [HOW[ IT WAS DONE, AND [WHY[. | 02017 18 |
| | | 02017 10 |
| *SETTING | OTHER ≥SPECIFY• GROUPS OF 20 | 02017 5 |
| *MATERIALS | [MARKET[ AVAILABLE FROM INDUSTRIAL RELATIONS CENTER, UNIVERSITY OF CHICAGO, CHICAGO, ILL. OVERHEAD PROJECTOR | 02017 |
| | | 02017 8 |
| *LEVEL | ALL GRADES | 02017 7 |
| *GENERAL | SPECIALIST | 02017 6 |
| *HOURS | 3 | 02017 28 |
| *EVALUATION | 1. ABILITY TO ARTICULATE A MORE SOPHISTICATED DEFINITION | 02017 29 |
| | OF SIMULATION, 2. DEMONSTRATE ABILITY TO DIRECT A | 02017 30 |
| | SIMULATION. 3. ABILITY TO BETTER DISCUSS EXCHANGE BECAUSE | 02017 31 |
| | THEY HAVE MORE KNOWLEDGE OF ECONOMICS. 4. DEMONSTRATE | 02017 32 |
| | SKILL IN SEEKING REACTION. | 02017 9 |
| *FILE | [MARKET SIMULATION TEACHING TECHNIQUES | |

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| *OBJECTIVES | TO GAIN SKILL IN UTILIZING SIMULATIONS. TO GAIN SKILL IN | 02018 19 |
| | COMPARING AND CONTRASTING REACTIONS, TO HAVE DIRECT, | 02018 20 |
| | PURPOSEFUL CONTACT WITH STUDENTS. | 02018 21 |
| *PREREQUISITE | TO HAVE READ THE MANUAL FOR THE SIMULATION [MARKET[. TO | 02018 22 |
| | HAVE PLAYED [MARKET[ ≥MODULE 2017• | 02018 23 |
| *EXPERIENCE | HAVE POTENTIAL ELEMENTARY SOCIAL STUDIES SPECIALISTS TEACH | 02018 11 |
| | OR RATHER PLAY THE SIMULATION [MARKET[ WITH TWO DISTINCTLY | 02018 12 |
| | DIFFERENT, I.E. RURAL VS. INNER-CITY OR BILINGUAL OR | 02018 13 |
| | SPECIAL ED, SIXTH GRADE CLASSES. HAVE THEM SEEK PUPIL | 02018 14 |

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| | REACTIONS, ENCOURAGE THEM TO COMPARE AND CONTRAST THEIR REACTION TO THE SIMULATION EXPERIENCE OF EACH GROUP TO THEIR OWN AND TO THAT OF THEIR ADULT METHODS GROUP. VIDEO-TAPE SEVERAL OF THESE CLASSROOM SESSIONS. | 02018 15<br>02018 16<br>02018 17<br>02018 18<br>02018 10 |
| *SETTING | INDEPENDENT SCHOOL | 02018 5 |
| *MATERIALS | SIMULATION [MARKET,[ INDUSTRIAL RELATIONS CENTER, U. OF CHICAGO, ILL. VIDEO TAPE MACHINE | 02018 |
| *LEVEL | ALL GRADES | 02018 8 |
| *GENERAL | SPECIALIST | 02018 7 |
| *HOURS | 3 | 02018 6 |
| *EVALUATION | TO ACTUALLY BE ABLE TO DIRECT THE PLAYING OF [MARKET.[ EFFECTIVELY SOLICIT REACTIONS FROM STUDENTS. | TO02018 24<br>02018 25 |
| *FILE | [MARKET[ SIMULATION TEACHING TECHNIQUES | 02018 9 |

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|---|---|---|
| *OBJECTIVES | TO EFFECTIVELY EVALUATE SIMULATION AS A TEACHING TECHNIQUE. TO GAIN EXPOSURE WITH VIDEO-TAPE AS ANOTHER TEACHING TECHNIQUE. TO EXPERIENCE AND GAIN SKILL IN GENERALIZING. | 02019 21<br>02019 22<br>02019 23<br>02019 24 |
| *PREREQUISITE | EXPERIENCE PLAYING ≥MODULE 2017+ AND DIRECTING THE PLAY ≥MODULE 2018+ OF [MARKET[. | 02019 25<br>02019 26 |
| *EXPERIENCE | PLAY SEVERAL OF THE VIDEO-TAPES OF CLASSES PLAYING THE SIMULATION [MARKET.[ SEEK AND SHARE GROUP REACTION. HAVE STUDENTS COMPARE AND CONTRAST THEIR CLASSROOM EXPERIENCE DIRECTING [MARKET[ WITH THE TAPES AND WITH THE GROUPS EARLIER EXPERIENCE OF PLAYING [MARKET[ ≥MODULE 2017+. DRAW GENERALIZATIONS ABOUT USING SIMULATION AS A TEACHING TECHNIQUE AND AS A MEANS OF TEACHING ECONOMICS. POINT OUT THAT GENERALIZATIONS ARE BEING DRAWN. SEEK FROM THE GROUP HOW IT IS DONE AND ALSO WHY. | 02019 11<br>02019 12<br>02019 13<br>02019 14<br>02019 15<br>02019 16<br>02019 17<br>02019 18<br>02019 19<br>02019 20 |
| *SETTING | LARGE GROUP COLLEGE | 02019 10 |
| *MATERIALS | VIDEO-TAPE PLAYER | 02019 5 |
| *LEVEL | ALL GRADES | 02019 8 |
| *GENERAL | SPECIALIST | 02019 7 |
| *HOURS | 2 | 02019 6 |
| *EVALUATION | TO ARTICULATE A RATIONAL FOR OR AGAINST USING SIMULATION AS AN INSTRUCTIONAL METHOD. TO EXPRESS ORALLY OR IN WRITING AN OPINION REGARDING VIDEO-TAPE AS A TEACHING TECHNIQUE. TO MEANINGFULLY GENERALIZE. | 02019 27<br>02019 28<br>02019 29<br>02019 30 |
| *FILE | [MARKET[ SIMULATION TEACHING TECHNIQUE | 02019 9 |

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|---|---|---|
| *OBJECTIVES | TO PROVIDE AN OPPORTUNITY TO COMPARE AND CONTRAST A PERSONAL REACTION WITH THOSE OF A RECOGNIZED AUTHORITATIVE SOURCE ON THE MERITS OF SIMULATION. ALSO, THE BOOKLET INDICATES HOW TO DRAW UP A SIMULATION AND LISTS VARIOUS SIMULATIONS AVAILABLE. EXPERIENCE BUZZ GROUPS AS A TEACHING TECHNIQUE. | 02020 19<br>02020 20<br>02020 21<br>02020 22<br>02020 23<br>02020 24<br>02020 25 |
| *PREREQUISITE | EXPERIENCE WITH SIMULATIONS MODULES 2016-2019. | 02020 11 |
| *EXPERIENCE | HAVE STUDENTS CRITCALLY READ AND REACT TO THE PAMPHLET SIMULATION GAMES FOR THE SOCIAL STUDIES CLASSROOM, FOREIGN POLICY ASSOCIATION, CONSTANTLY COMPARING AND CONTRASTING THEIR PERSONAL EXPERIENCES ≥MODULES 2016-2019+ AND CONTRASTING THEIR PERSONAL EXPERIENCES WITH WHAT THIS PUBLICATION STATES. BREAK INTO BUZZ GROUPS AND SHARE REACTIONS. POINT OUT THAT BUZZ GROUPS HAVE BEEN FORMED. ASK THE GROUP [WHY[ THIS TEACHING TECHNIQUE IS UTILIZED. | 02020 12<br>02020 13<br>02020 14<br>02020 15<br>02020 16<br>02020 17<br>02020 18 |
| *SETTING | OTHER ≥SPECIFY+ INDEP. + SMALL GROUP | 02020 10 |
| *MATERIALS | SIMULATION GAMES FOR THE SOCIAL STUDIES CLASSROOM, FOREIGN POLICY ASSOCIATION, 345 EAST 46TH ST., NEW YORK CITY, | 02020 5<br>02020 |

| | | |
|---|---|---|
| | | 02020 |
| | N.Y. 10017 | 02020 8 |
| *LEVEL | ALL GRADES | 02020 7 |
| *GENERAL | SPECIALIST | 02020 6 |
| *HOURS | 3 | 02020 26 |
| *EVALUATION | ORALLY OR IN WRITING STUDENTS SHOULD BE BETTER ABLE TO EXPLAIN WHAT A SIMULATION CAN OR CAN NOT DO. STATE OPINIONS REGARDING THE MERITS OF BUZZ GROUPS AS A TEACHING TECHNIQUE. | 02020 27<br>02020 28<br>02020 29 |
| *FILE | SIMULATIONS TEACHING TECHNIQUES READINGS | 02020 9 |
| *OBJECTIVES | EXPOSURE TO MORE AND DIFFERENT SIMULATIONS. CREATE AN AWARENESS OF THE NATURE OF CONTENT COVERED. REINFORCE EARLIER CONSIDERATIONS OF SIMULATION AS A TEACHING TECHNIQUE. | 02021 19<br>02021 20<br>02021 21<br>02021 22 |
| *PREREQUISITE | EXPERIENCE WITH SIMJLATIONS AND LITERATURE DEALING WITH THE TECHNIQUE ≥MODULES 2016-2020*. | 02021 23<br>02021 24 |
| *EXPERIENCE | INDIVIDUALLY CRITICALLY EXAMINE OTHER SIMULATIONS AVAILABLE ON THE ELEMENTARY LEVEL AS [CONSUMER,[ [GITHOKA,[ [SIERRA LEONE[ AND [THE SUMERIAN GAME,[ AS A GROUP REACT TO THE CONTENT GENERALIZATIONS COVERED. [WERE THESE GENERALIZATIONS COVERED WHEN YOU WERE IN ELEMENTARY SCHOOL^[ HOW WERE THEY TAUGHT^[ [DO YOU THINK SIMULATIONS CAN DO IT BETTER^[ [WHY DO YOU THINK SOME OF THESE NEW GENERALIZATIONS ARE NOW TAUGHT^[ [WHY BY SIMULATION^[ | 02021 11<br>02021 12<br>02021 13<br>02021 14<br>02021 15<br>02021 16<br>02021 17<br>02021 18 |
| *SETTING | OTHER ≥SPECIFY+ INDEP.+ LARGE | 02021 10 |
| *MATERIALS | [CONSUMER[ THE JOHNS HOPKINS UNIV., DEPT. OF SOC. RELATIONS, BALTIMORE, MD.21218. [GITHOKA[ THE LEARNING CENTER, SOC. STUDIES DEPT., PRINCETON, N.J. [SIERRA LEONE[ AND [THE SUMERIAN GAMES[ BD. OF COOP. ED. SERV. WESTCHESTER CO, YORKTOWN HEIGHTS, N.Y. | 02021 5<br>02021<br>02021<br>02021<br>02021<br>02021 |
| | | 02021 8 |
| *LEVEL | ALL GRADES | 02021 7 |
| *GENERAL | SPECIALIST | 02021 6 |
| *HOURS | 4 | 02021 25 |
| *EVALUATION | POTENTIAL TEACHER SHOULD BE ARLE TO LIST AND DESCRIBE SEVERAL SIMULATIONS EVIDENCING KNOWLEDGE OF CONTENT COVERED. ARTICULATE A MORE SOPHISTICATED OPINION OF SIMULATIONS AS A TEACHING TECHNIQUE. | 02021 26<br>02021 27<br>02021 28 |
| *FILE | SIMULATION TEACHING TECHNIQUE | 02021 9 |

SECTION VI

# PROFESSIONAL USE OF KNOWLEDGE

Behavioral Science Elementary Teacher Education Program

Michigan State University

1968

SECTION VI

# PROFESSIONAL USE OF KNOWLEDGE

## INTRODUCTION

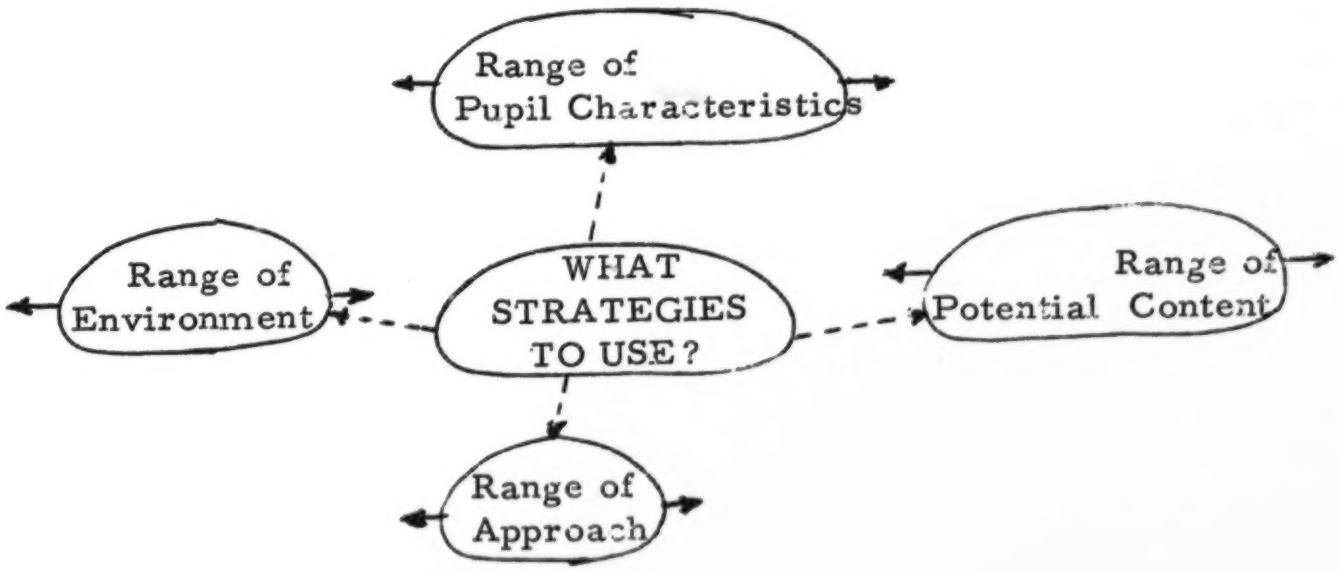
In the first two major curricular areas of the teacher preparation program model, General-Liberal Education and Scholarly Modes of Knowledge, prospective teachers extend their understanding by means of a wide range of scholarly endeavors. Throughout the area entitled Human Learning, analysis of human behavior is the focus of attention. When a prospective teacher studies in the area called Professional Use of Knowledge, he integrates what he knows about various disciplines with what he knows about learning as it is accomplished by human beings, and he translates this into instructional strategies.

## INSTRUCTIONAL STRATEGIES

New instructional strategies are needed. Change and innovation have characterized education during the past decade, and the trend is likely to continue in the future. New instructional media such as portable television, video recorders, overhead projectors, and programmed materials are now found in many schools. New instructional groupings such as non-graded schools, team-teaching, and differentiated instructional roles have altered the teacher's job. Curricular reform has accelerated so greatly that, taking mathematics as an example, the first wave of innovation had scarcely washed across the land before a second and even greater wave of change was building up. Similarly radical changes are being made in the content of other subject areas by groups of university scholars and elementary school teachers working together. School and university research is now revealing new needs for extensive work, not only in the cognitive, but in the affective sphere. This teacher preparation program model reflects these findings in its emphasis on instructional strategies that aid pupils to understand themselves and each other and to under-

stand and appreciate people living in other cultures.

The prospective teacher learns through his work in Professional Use of Knowledge to develop new instructional strategies, and he learns why he can expect them to be effective with children. He understands principles of human learning and applies them through an inquiry approach to learning. He studies and identifies many variables which must be considered in designing instructional strategies. Thus through careful situational analysis, the prospective teacher is able to hypothesize strategies of instruction for boys and girls. The following diagram illustrates some variables to be considered in developing instructional strategies.




He who analyzes variables must recognize that there are an infinite number of possible characteristics (or variables) that describe a child. From this large collection, a teacher selects a few which he believes to be relevant to the immediate learning situation. Experience helps a practicing teacher select more deftly, but in a curriculum based upon studies of behavioral science, teacher-trainees are taught to recognize a wide range of relevant factors and to employ a great number of analytical tools to gain ever greater insight into the variables that characterize each child.

A teacher is a practicing theorist. He forms a hypothesis--a tentative theory or supposition--from the variables he has selected, and he uses his hypothesis to guide his "doing." Then he evaluates his hypothesis according to the success of his doing. The doing step may be a phase of classroom grouping, the selection of a story to read for enjoyment after lunch, or the assignment of independent mathematics exercises for an individual child. As many relevant factors as possible are considered in the planning of the doing step. For example, not only the psychological and sociological factors which the child brings with him, but the class as an environment must be considered. The classroom itself becomes a social system which can be analyzed, better understood, and altered; thus it is curriculum material and, therefore, part of the available resources to be considered in forming a working hypothesis.

The clinically oriented teacher attempts to make a hypothesis explicit because he believes that when he is clearly conscious of a particular hypothesis, he can test the validity of it and use his findings in revising and improving future hypotheses. On the other hand, a non-professional worker tends to act on the basis of implicit hypotheses and as a result his decision tends tobe made on whim. He has no conscious or clearly understood basis for testing the validity of his action, and he cannot, therefore, revise his actions on the basis of a tested hypothesis. The teacher who has had professional preparation understands the difference between these two types of behavior; he prefers the clinical behavior style because he knows its advantages.

This description of instructional strategies and the way in which they are approached by teacher-trainees studying Professional Use of Knowledge can be summarized by reference to the "Rationale" in Section II. There a careful definition is made of the clinical behavior style appropriate for a professional teacher; then that clinical behavior style is diagrammed as a spiral comprising recurring phases:

1. describing

2. analyzing

3. hypothesizing

4. prescribing

5. treating

6. evaluating

These are the theoretical-practical steps involved in teaching.

## COMPONENT PARTS

The component parts of Professional Uses of Knowledge are aligned with five subject areas, an organization consistant with the subject-centered curriculum revolution currently sweeping the country. These five subject areas are: reading, language arts, social studies, science, and mathematics. Subject-centered relationships within the major curricular areas, Scholarly Modes of Knowledge and General-Liberal Education, have been maintained. Science, for example, is built upon and integrated with earlier academic experience in science. To accomplish this integration during the preparation of the program model, teams were organized so that the writers from all three areas (General-Liberal Education, Scholarly Modes of Knowledge, and Professional Use of Knowledge) worked together to select content and approaches and to assign these to various components. Thus some experience modules in Scholarly Modes of Knowledge are closely akin to modules in Professional Use of Knowledge, while other experience modules in each area represent the introduction of content unique to that area.

In addition to cross references among the major areas, cross references among the instructional factors are maintained. Students are systematically introduced to various aspects of teaching. For example, while study in the mathematics component directs a student's attention to a group of certain instructional factors, study in the language arts component focuses on a group of different instructional factors. Thus the subject area components of Professional Use of Knowledge provide two dimensions, content and common instructional factors. The

interrelationship of these two dimensions form the warp and woof of the fabric of learning provided for prospective teachers by this major area.

While in this program model Scholarly Modes of Knowledge and Professional Use of Knowledge are arbitrarily divided into separate areas of study, they are designed to be studied either separately or as an integrated package. The reader who examines corresponding parts of these two areas will recognize the parallel construction which permits integration.

The theoretical base, the subject organization, and the teaching content as provided in the experience modules incorporated in Professional Use of Knowledge support one of the basic assumptions of this teacher preparation program model: that clinical analysis in instruction is superior to blind obedience to a textbook--or any other form of inflexible curriculum. The varied background of pupils in an elementary school classroom (or of students in a university program), the wide differences in environmental factors, in available instructional materials, in the interactions between pupil and teacher, and in the individual philosophical bases for education all have impact upon the critical learning situation. The multiplicity of variables poses a major instructional problem. The flexibility and penetrating inquiry of clinical analysis offer an answer that is superior to any form of inflexible curriculum.

The Professional Use of Knowledge component was developed by the following people.

| | |
|---|---|
| Dr. Donald Cohen | Consultant, Mathematics |
| Dr. Gerald Duffy | Reading |
| Dr. William Joyce | Social Studies |
| Dr. Theodore Kaltsonis | Consultant, Social Studies |
| Dr. Justin Kestenbaum | Social Studies |
| Dr. Perry Lanier | Mathematics |
| Dr. Richard Marquard | Language Arts |
| Dr. Robert Oana | Language Arts |
| Prof. George Sherman | Consultant, Language Arts |
| Dr. William Walsh | Science |

## PROFESSIONAL USE OF KNOWLEDGE

### READING

Reading is widely acknowledged, both within and outside professional education, as the most crucial curriculum area in elementary school. This attests to the highly verbal nature of both the modern school and society. Success in all school subjects depends greatly upon reading, while success in adulthood is also often related directly to reading proficiency. Due to the fundamental importance of reading, this teacher preparation program model provides for training all elementary school teachers, at all levels, and in all areas of specialization in the teaching of reading. These experiences in reading instruction have the following general goals:

1. That all elementary school teacher education graduates know, comprehend, apply, and analyze the various elements and skills relevent to the teaching of reading.

2. That all elementary school teacher education graduates develop a value system regarding the role of reading and the nature of reading instruction.

3. That all elementary school teacher education graduates initiate the process of synthesizing and evaluating their knowledge and beliefs regarding reading instruction.

While reading is so crucial in the elementary school curriculum that it is necessary to demand that each elementary school teacher be a proficient reading teacher, it is also necessary to acknowledge that reading is an exceedingly complex task, and that instructional expertise requires depth in several disciplines cognate to reading. Consequently, the program model provides for specialization in reading with some teacher-trainees meeting an additional goal states as follows:

4. That some elementary teacher education graduates will have completed goals one through three while they have also built in-depth backgrounds in discipline areas relating closely to reading, thereby preparing themselves to serve as reading resource persons in their professional positions.

CONTENT

Experiences in instruction are divided into nine sections. The first six represent a core of experiences to be completed by all teacher-trainees. Emphasis is to be placed on developmental reading

and on the manner in which developmental reading relates to functional and recreational reading. While all candidates complete these six parts, differentiated experiences within each of these sections are provided for the various teacher specialists. These six parts are:

1. The nature of reading and learning to read
2. Word recognition
3. Comprehension
4. Flexibility of rate
5. Individual differences and organizing for instruction
6. Approaches to reading instruction

Part 7 is a specialized series of experiences on reading readiness and beginning reading instruction which are required of teacher-trainees preparing to teach in nursery school, kindergarten, grade one, and grade two. Part 8 is a specialized series of experiences on functional and recreational reading required of teacher-trainees preparing to teach grades three through eight. Both Part 7 and Part 8 will be completed by those teacher-trainees preparing to serve as reading resource persons.

Part 9 is a seminar in reading instruction which accompanies the internship and may be required of all teacher candidates. This is one of two illustrative subject centered seminars concurrent with internship which suggest one approach to internship seminars.

## AVERAGE TIME REQUIRED

The basic core of the reading curriculum to be completed by all students (Parts 1 through 6) requires an average of 69 clock hours. Of this time, 39 hours are in the college classroom 7 hours in independent study, 3 hours in seminar situations, and 21 hours in clinical experiences.

Part 7, focusing on readiness and beginning reading instruction, requires a total of 30 clock hours, of which 11 hours are in the college classroom,

3 hours in seminar situations, 1 hour in independent study, and 15 hours in clinical experiences. Part 8, focusing on functional and recreational reading in the upper grades, requires about the same amount of time as Part 7.

Part 9, a seminar accompanying the internship, meets periodically throughout the intern year and requires approximately twenty clock hours.

## BASIC RATIONALE FOR THE READING COURSE

The professional use of knowledge is based upon fifteen hypotheses which experience, research, and the expert opinion of reading specialists indicate to be necessary aspects of effective pre-service training in reading instruction. These hypotheses are:

1. Teachers who understand the nature and structure of their language are likely to be effective in teaching elements of that language to children who do not understand the nature and structure of language.

2. Teachers who understand basic reading instruction are likely to be effective in teaching any and all subjects.

3. Teachers who can verbalize the means by which they read, in terms of both the psychological aspects of reading (sensory, perceptual, cognitive elements) and the skills of reading (word recognition, comprehension, rate) are likely to be effective in teaching reading skills to children.

4. Teachers who make instructional decisions on the basis of individual needs, rather than on group or sub-group needs, are likely to be effective in teaching reading to all their pupils.

5. Teachers who flexibly meet the individual skill needs of children by diagnostically identifying those skills are likely to be effective in teaching all pupils to read.

6. Teachers who have at their command a variety of specific instructional techniques for teaching each reading skill are likely to be effective in teaching specific reading skills.

7. Teachers who organize classes in a variety of ways to meet efficiently the reading needs revealed by diagnosis are likely to be effective in teaching reading to all pupils.

8. Teachers who select approaches to reading instruction which meet the needs of individual children, rather than relying solely on one approach to meet the needs of all children and all classes, are likely to be effective in teaching reading to all pupils.

9. Teachers who provide recreational reading programs and reading in content areas, as well as developmental reading programs, are likely to be effective in developing pupils who do read, as well as pupils who can read.

10. Teachers who have a strong children's literature background are likely to be effective in establishing functional and recreational reading programs.

11. Teachers who have had supplementary, specialized training in meeting the unique reading problems of the particular age group with which they work are likely to be effective in teaching reading to that age group.

12. Teachers who have had simulated and direct experiences in teaching reading under supervision in tutorial, small group, and whole class situations are likely to be confident and effective in teaching reading.

13. Teachers who have had frequent small group seminar discussions in which they have actively exchanged ideas, beliefs, experiences, and data concerning

problems of reading instruction are likely to operate securely from a sound base of values.

14. Teachers who are treated as individuals needing varying amounts of time to acquire basic teaching skills and understanding related to reading instruction are likely to be effective, secure teachers of reading.

15. Teachers who have had pre-service training in which a high degree of agreement existed between the reading methods course and the various clinical experiences are likely to teach reading with confidence and effectiveness.

## ORGANIZATION

Students enrolled in reading proceed through five phases:

1. Basic core instruction in reading instruction.

2. Specialized instruction in reading methods as they relate to specific grade level divisions.

3. Pre-intern teaching in the student's preferred grade level.

4. Internship (including a seminar focusing on reading instruction).

5. Graduate study-teaching experience.

Phase 1 is designed for all teacher candidates. The focus throughout this phase is on understanding the various elements of reading, how individual skill needs can be determined, and how these skills are taught in developmental, functional, and recreational settings at various grade levels. For each section in Phase 1, the students progress from knowledge to evaluation as suggested in Bloom's Taxomony of Educational Objectives, Handbook I, with value development as suggested in Handbook II being superimposed upon this structure. Experiences during Phase 1 emphasize tutorials and small group experiences.

Phase 3 provides an opportunity for students to use what they have learned about reading instruction while working with a whole class under close supervision.

Phase 4 includes a seminar to accompany internship. The emphasis during the seminar is on individual problems of reading instruction faced by the interns, on synthesizing cognitive understandings of reading instruction, and on establishing a value system regarding reading instruction.

While Phase 5 goes beyond the scope of the undergraduate program, it is an attempt to recognize that learning to teach is a continuous process which does not terminate with graduation, and that syntheses and evaluation in the cognitive domain and characterization in the affective domain continue as the student gains experience in teaching and as he studies for a graduate degree.

## A Model of Parts 1 Through 8 of the Reading Methods Course

As illustrated in the figure on the following page each of the first eight parts of the reading methods course is organized on three dimensions. These are:

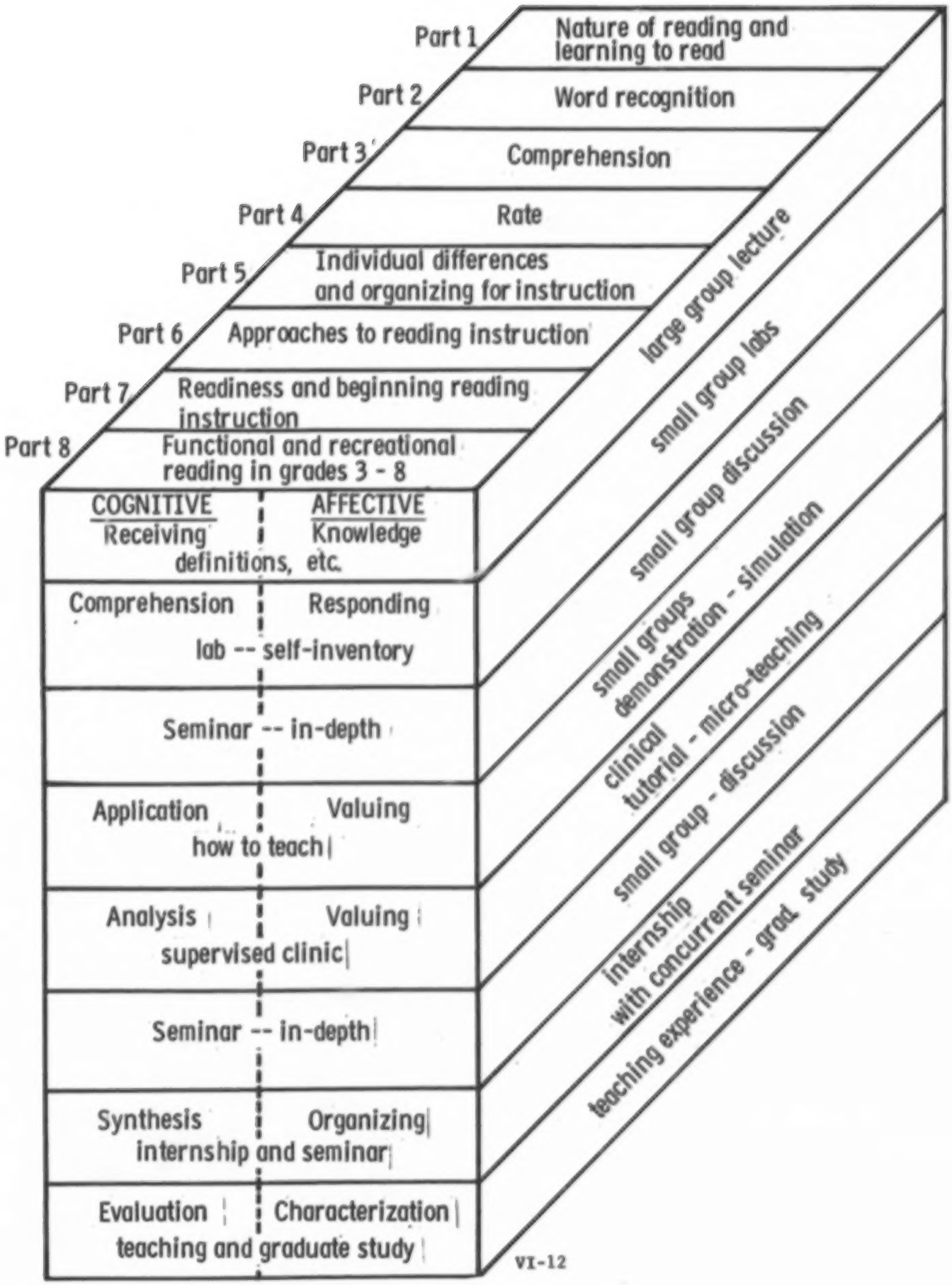
1. The sections to be taught.

2. The progression each student follows as he learns about each section, beginning with knowledge about the section and terminating sometime after graduation with evaluation.

3. The instructional settings which are used to develop each step in each section.

### The Structure of Each Part

Each part of the reading component develops in an eight stage continuum as shown in the following figure. Within each stage of the continuum there are several objectives of modules.


Part 1
Nature of reading and learning to read
Part 2
Word recognition
Part 3
Comprehension
Part 4
Rate
Part 5
Individual differences and organizing for instruction
Part 6
Approaches to reading instruction
Part 7
Readiness and beginning reading instruction
Part 8
Functional and recreational reading in grades 3 - 8
COGNITIVE
Receiving
AFFECTIVE
Knowledge
definitions, etc.
Comprehension
Responding
lab -- self-inventory
Seminar -- in-depth
Application
Valuing
how to teach
Analysis
Valuing
supervised clinic
Seminar -- in-depth
Synthesis
Organizing
internship and seminar
Evaluation
Characterization
teaching and graduate study
large group lecture
small group labs
small group discussion
small groups demonstration - simulation
clinical tutorial - micro-teaching
small group - discussion
internship with concurrent seminar
teaching experience - grad. study

| Knowledge (definitions, etc.) | Comprehension (self-inventory lab) | Seminar | Application (how to teach reading) | Analysis (analyzing own teaching of reading) | Seminar | Synthesis seminar accompanying internship | Evaluation grad. study and teaching experience |
|---|---|---|---|---|---|---|---|

The knowledge stage focuses on definitions of concepts and ideas related to that section and provides explanations concerning how the reader uses specific reading skills and the goals of reading instruction. Most of the information presented in the knowledge stage is presented in large group settings via video-taped lectures and films.

The comprehension stage provides an opportunity for the students to inventory their own reading skills and to solidify their understanding of the information provided in the knowledge stage. Students proceed at their own rate during this stage, individual help is provided.

Following the comprehension stage is a seminar. Individual students enter the seminar as they complete the comprehension stage. The focus during the seminar is on in-depth individual and small group study based on library research and discussions with the instructor. Such a seminar is seen to have several advantages. First, it is a mechanical device which allows students completing the comprehension stage quickly to engage in meaningful activity while students experiencing difficulty in the comprehension state to receive the extra help they need. Second, the seminar provides the opportunity for in-depth study of relevant issues. Third, open-ended discussion in small groups provides for the exchange of views and expressions of belief which lead to value formation.

The application stage follows the first seminar. Here, the student's understanding of a particular section is applied to the elementary school teaching situation. The instructional groups are small, and film clips and simulation devices are relied upon heavily to develop the necessary understandings. The emphasis in the application stage is two-fold. First, the students learn

how to diagnose difficulties in order to plan specific instruction which a child needs. Second, specific instructional techniques for teaching reading skills related to that section of the course are developed as they relate to developmental, functional, and recreational aspects of the reading program.

The application stage is followed immediately by the analysis, or clinical, stage. At this point, the trainee teaches reading skills related to that section of the course to children in tutorial, small group, or whole-class settings. His teaching efforts are video-taped and, under the supervision of the instructor, the trainee analyzes his use in the teaching situation of those understandings developed in previous stages.

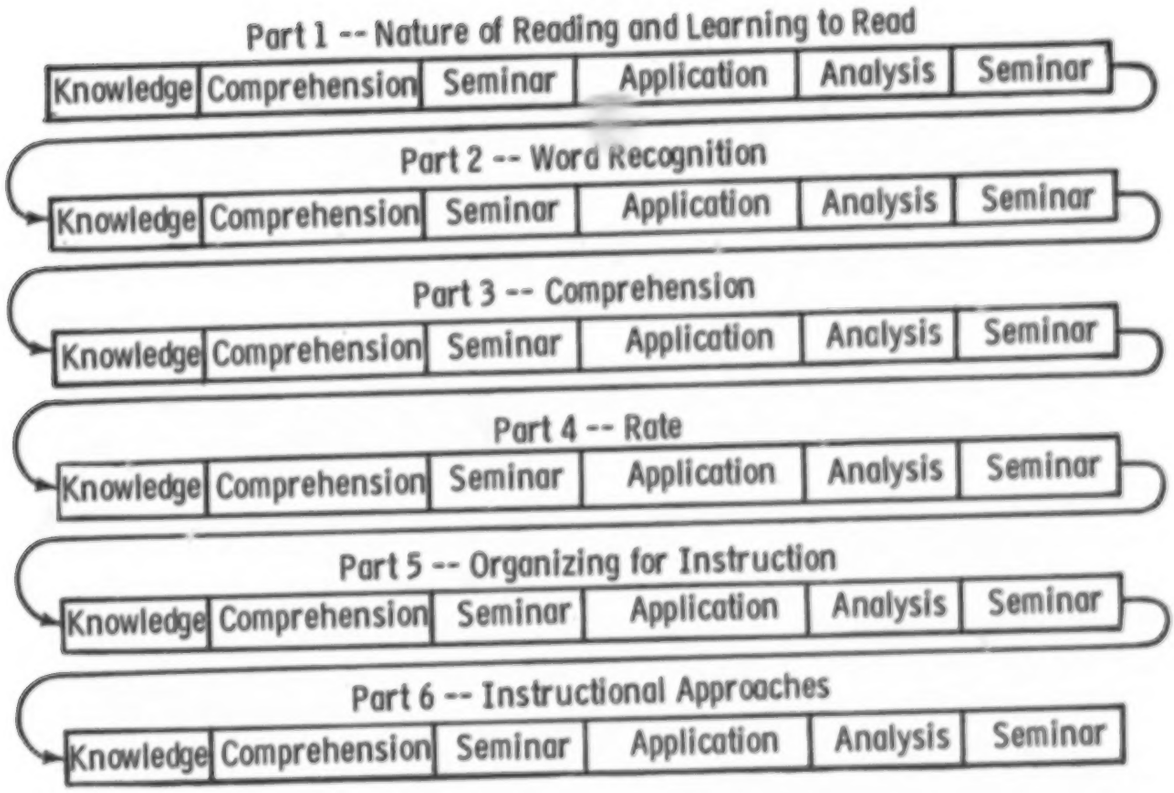
A second seminar, similar to the first, follows the analysis stage. This seminar serves as a device to provide in-depth study and discussion opportunities for students who finish the analysis stage quickly, while those who need more time in the analysis stage receive the help they need. As with the first, the second seminar is seen as a way to handle individual differences among prospective teachers, as a means for in-depth study under close supervision, and as an opportunity to establish a value system.

The synthesis and evaluation stages only begin to be realized during the professional use of knowledge experiences, and it is only as the trainee grows in sophistication during internship and teaching that these later stages are fully developed. Consequently, the professional use of knowledge in reading component as such is responsible primarily for the knowledge, comprehension, application, and analysis stages.

## Student Progress Through the Reading Component

The structure of the reading component is such that there are, for each of the eight sections, objectives relating to knowledge, objectives relating to comprehension, objectives relating to application, objectives relating to analysis (clinical), and objectives relating to seminar settings. While objectives relating to synthesis and evaluation are also included, they

are not fully developed until after the teacher candidate completes the professional use of knowledge-reading experiences. Consequently, the teacher candidate progresses through the first six parts of the reading component in the manner shown in the following diagram.



## Unique Approaches Emphasized

The reading component has the following ten unique aspects:

1. Modeling the experiences after the structure of the cognitive domain insures systematic learning experiences.

2. The emphasis on value formation insures that teacher- upon graduation, possess a belief system which will supplement and reinforce their accumulated knowledge concerning reading instruction.

3. Providing for self-inventories of the students' own reading skills prepares prospective teachers to verbalize for themselves and, ultimately for children, the means by which one reads.

4. The emphasis on diagnosis departs from traditional practice in pre-service reading courses and insures that prospective teachers will attend to individual reading needs of pupils rather than being guided by the "lock-step" concept of elementary education.

5. Permitting teacher-trainee to proceed at their own speed during the comprehension and clinical stages is a recognition of individual differences which will provide a model for prospective teachers to follow in their own classrooms.

6. The extensive use of film clips, simulated materials, and demonstrations in every section provides models of teaching styles and techniques.

7. The use of previously prepared materials, such as video-taped lectures and films, insures a continuity of instruction from instructor to instructor.

8. Provision for clinical experiences at every stage, starting with tutorials and small group instruction and proceeding to whole-class teaching, insures the development of secure, confident teachers.

9. The use of varied instructional settings, including large groups, in each section insures both the most efficient use of time and the most effective setting for specific learning experiences.

10. Emphasis on performance criteria provides for meaningful evaluation.

Resources Required to Implement the Program

The following resources will be required to implement the reading methods course:

--Equipment and personnel to record and show video-taped lectures and teaching demonstrations.

--Equipment and personnel to produce and show film clips and films of children reading.

--A large variety of simulated diagnostic data on all aspects of elementary school reading instruction.

--Laboratory containing all types of elementary reading materials, with individual carrels for students to study the materials.

--Programmed materials for self-inventory of various reading skills by teacher-trainees.

--Overhead projectors and transparencies of selected material.

--Facilities for observation of reading classes.

--Facilities for teacher-trainees to work with children in tutorial, small group, and whole-class teaching situations.

| | | |
|---|---|---|
| *OBJECTIVES | WRITES A DEFINITION OF READING WHICH REFLECTS THE ROLE OF SENSORY (HEARING-VISION), PERCEPTUAL (DISCRIMINATION-DECODING) AND COGNITIVE (COMPREHENSION) PROCESSES IN THE PERFORMANCE OF THE READING TAKS. | 00429021<br>00429022<br>00429023<br>00429024 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF LINGUISTICS COURSE | 00429025 |
| *EXPERIENCE | IN PREPARATION FOR WRITING A DEFINITION OF READING, THE STUDENT ATTEMPTS TO DE-CODE A MESSAGE WRITTEN IN A STRANGE ORTHOGRAPHY, GIVEN THIS EXPERIENCE AS A BASE, THE STUDENT VIEWS A VIDEO-TAPED LECTURE WHICH DEVELOPS FROM THE STRANGE ORTHOGRAPHY THE SENSORY, PERCEPTUAL, AND COGNITIVE ELEMENTS USED BY PUPILS LEARNING TO READ. ALTHOUGH THESE ELEMENTS ARE CAREFULLY DESCRIBED AND ILLUSTRATED THROUGH EXAMPLES AND SHOTS OF CHILDREN READING, NO DEFINITION OF READING IS PROVIDED DURING THE LECTURE. | 00429012<br>00429013<br>00429014<br>00429015<br>00429016<br>00429017<br>00429018<br>00429019<br>00429020 |
| *SETTING | LARGE GROUP, COLLEGE | 00429011 |
| *MATERIALS | OVERHEAD TRANSPARENCIES OF MESSAGE WRITTEN IN STRANGE ORTHOGRAPHY, VIDEO-TAPED LECTURE. | 00429005<br>00429006 |
| *LEVEL | ALL GRADES | 00429009 |
| *GENERAL | ALL CANDIDATES | 00429008 |
| *HOURS | 1/3 | 00429007 |
| *EVALUATION | FOLLOWING THE VIDEO-TAPED LECTURE, EACH STUDENT WILL WRITE A DEFINITION OF READING WHICH WILL BE EVALUATED IN TERMS OF WHETHER THE STUDENT HAS INCORPORATED SENSORY, PERCEPTUAL, AND COGNITIVE ELEMENTS INTO HIS DEFINITION. | 00429026<br>00429027<br>00429028<br>00429029 |
| *FILE | READING DEFINITION KNOWLEDGE | 00429010 |

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| *OBJECTIVES | WRITES A DESCRIPTION OF READING READINESS WHICH INCLUDES A LIST OF THE EXPERIENCES, ABILITIES, AND SKILLS WHICH A BEGINNING READER MUST HAVE TO LEARN TO READ. | 00430020<br>00430021<br>00430022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULE 429 | 00430023 |
| *EXPERIENCE | IN PREPARATION FOR WRITING A DESCRIPTION OF READING READINESS, THE LEARNER VIEWS AGAIN THE MESSAGE WRITTEN IN A STRANGE ORTHOGRAPHY. UNDER THE GUIDANCE OF THE PROFESSOR, THE EXPERIENCES, ABILITIES, AND SKILLS WHICH A BEGINNING READER MUST HAVE IN ORDER TO LEARN TO READ ARE LISTED. THE STUDENTS DIFFICULTY IN OBTAINING MEANING FROM THE STRANGE ORTHOGRAPHY FORMS A BASIS FOR THE DISCUSSION. | 00430012<br>00430013<br>00430014<br>00430015<br>00430016<br>00430017<br>00430018<br>00430019 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00430011 |
| *MATERIALS | OVERHEAD TRANSPARENCIES OF MESSAGE WRITTEN IN STRANGE ORTHOGRAPHY. | 00430005<br>00430006 |
| *LEVEL | ALL GRADES | 00430009 |
| *GENERAL | ALL CANDIDATES | 00430008 |
| *HOURS | 1/2 | 00430007 |
| *EVALUATION | EACH STUDENT WILL WRITE A DESCRIPTION OF READING READINESS WHICH INCLUDES A LIST OF ALL THE EXPERIENCES, ABILITIES, AND SKILLS WHICH A BEGINNING READER MUST HAVE TO LEARN TO READ. | 00430024<br>00430025<br>00430026<br>00430027 |
| *FILE | READING READINESS KNOWLEDGE | 00430010 |

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| *OBJECTIVES | GIVEN AN OUTLINE LISTING THE DEVELOPMENTAL STAGES OF READING GROWTH, THE STUDENT WRITES TWO READING ABILITIES AND TWO TYPICAL KINDS OF READING INSTRUCTION FOR EACH | 00431017<br>00431018<br>00431019 |

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| | STAGE. | 00431020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULE 429-430 | 00431021 |
| *EXPERIENCE | IN PREPARATION FOR COMPLETING AN OUTLINE OF THE | 00431011 |
| | DEVELOPMENTAL STAGES OF READING GROWTH, THE STUDENT VIEWS | 00431012 |
| | A FILM OF TYPICAL READERS FROM PRE-SCHOOL TO ADULTHOOD. | 00431013 |
| | THE NARRATION OF THE FILM DESCRIBES THE READING ABILITIES | 00431014 |
| | AND TYPICAL KINDS OF READING INSTRUCTION WHICH ACCOMPANIES | 00431015 |
| | EACH STAGE. | 00431016 |
| *SETTING | LARGE GROUP, COLLEGE | 00431010 |
| *MATERIALS | FILM DESCRIBING DEVELOPMENTAL STAGES OF READING GROWTH. | 00431005 |
| *LEVEL | ALL GRADES | 00431008 |
| *GENERAL | ALL CANDIDATES | 00431007 |
| *HOURS | 1/3 | 00431006 |
| *EVALUATION | STUDENT COMPLETES AN OUTLINE OF THE DEVELOPMENTAL STAGES | 00431022 |
| | OF READING GROWTH IN WHICH HE LISTS TWO READING ABILITIES | 00431023 |
| | AND TWO TYPICAL KINDS OF READING INSTRUCTION FOR EACH | 00431024 |
| *FILE | READING DEVELOPMENTAL STAGES KNOWLEDGE | 00431009 |

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| *OBJECTIVES | LISTS ONE GOAL AND TWO TYPICAL READING ACTIVITIES OF | 00432016 |
| | DEVELOPMENTAL READING, FUNCTIONAL READING, AND | 00432017 |
| | RECREATIONAL READING. | 00432018 |
| *PREREQUISITE | SUCCESSU | 00432019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, 429, 430 + 431 | 00432020 |
| *EXPERIENCE | IN PREPARATION FOR LISTING THE ELEMENTS OF A COMPREHENSIVE | 00432011 |
| | READING PROGRAM, THE LEARNER VIEWS A FILM WHICH DEVELOPS | 00432012 |
| | THE GOALS AND TYPICAL READING ACTIVITIES DEVELOPMENTAL | 00432013 |
| | READING (LEARNING TO READ), FUNCTIONAL READING (READING TO | 00432014 |
| | LEARN), AND RECREATIONAL READING (READING FOR ENJOYMENT). | 00432015 |
| *SETTING | LARGE GROUP, COLLEGE | 00432010 |
| *MATERIALS | FILM ON THE ELEMENTS OF A COMPREHENSIVE READING PROGRAM. | 00432005 |
| *LEVEL | ALL GRADES | 00432008 |
| *GENERAL | ALL CANDIDATES | 00432007 |
| *HOURS | 1/4 | 00432006 |
| *EVALUATION | LISTS ONE GOAL AND TWO TYPICAL READING ACTIVITIES OF | 00432021 |
| | DEVELOPMENTAL, FUNCTIONAL, AND RECREATIONAL READING. | 00432022 |
| *FILE | READING READING GOALS READING ACTIVITIES | 00432009 |

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| *OBJECTIVES | LISTS THE SPECIFIC READING SKILLS TAUGHT IN THE | 00433020 |
| | DEVELOPMENTAL, FUNCTIONAL, AND RECREATIONAL ASPECTS OF THE | 00433021 |
| | READING PROGRAM. | 00433022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES 429,430,431+432 | 00433023 |
| *EXPERIENCE | THE STUDENT VIEWS FILM CLIPS OF THREE REMEDIAL READERS. | 00434012 |
| | TAUGHT IN DEVELOPMENTAL, FUNCTIONAL, AND RECREATIONAL | 00433013 |
| | READING SETTINGS, THE STUDENT VIEWS A FILM IN WHICH THE | 00433014 |
| | SKILLS OF DEVELOPMENTAL READING (WORD RECOGNITION, | 00433015 |
| | COMPREHENSION, RATE), FUNCTIONAL READING (STUDY SKILLS, | 00433016 |
| | ORGANIZING AND LOCATING INFORMATION, READING IN CONTENT | 00433017 |
| | AREAS), AND RECREATIONAL READING (READING HABIT, INTERESTS | 00433018 |
| | TASTES) ARE DEVELOPED. | 00433019 |
| *SETTING | LARGE GROUP, COLLEGE | 00433011 |
| *MATERIALS | FILM DESCRIBING THE SPECIFIC READING SKILLS TAUGHT IN | 00433003 |
| | DEVELOPMENTAL, FUNCTIONAL, RECREATIONAL READING. | 00433006 |
| *LEVEL | ALL GRADES | 00433009 |
| *GENERAL | ALL CANDIDATES | 00433008 |
| *HOURS | 1/4 | 00433007 |
| *EVALUATION | LISTS ALL THE MAJOR SKILL AREAS FOR DEVELOPMENTAL, | 00433024 |
| | FUNCTIONAL, AND RECREATIONAL READING. | 00433025 |
| *FILE | READING SKILLS KNOWLEDGE | 00433010 |

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| *OBJECTIVES | CATEGORIZES THE READING DIFFICULTY OF THREE REMEDIAL READING CASES AS BASICALLY, SENSORY, PERCEPTUAL, OR COGNITIVE IN NATURE. | 00434021 00434022 00434023 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 429 | 00434024 00434025 |
| *EXPERIENCE | THE LEARNER VIEWS FILM CLIPS OF THREE REMEDIAL READERS, ONE HAS AN OBVIOUS SENSORY DEFECT, ONE HAS AN OBVIOUS PERCEPTUAL DISABILITY, AND ONE HAS A COGNITIVE DISABILITY. THE STUDENT VIEWS EACH FILM AND ATTEMPTS TO CATEGORIZE EACH CHILD'S DISABILITY AS PRIMARILY SENSORY, PERCEPTUAL, OR COGNITIVE IN NATURE. IF THE STUDENT FAILS TO PERFORM THE TASK CORRECTLY, HE RECEIVES SUPPLEMENTARY INSTRUCTION FROM THE PROFESSOR AND THEN ATTEMPTS THE SMAE TASK AGAIN USING THREE DIFFERENT FILM CLIPS. | 00434012 00434013 00434014 00434015 00434016 00434017 00434018 00434019 00434020 |
| *SETTING | INDEPENDENT, COLLEGE | 00434011 |
| *MATERIALS | THREE FILM CLIPS EACH OF REMEDIAL READERS WITH SENSORY, PERCEPTUAL, AND COGNITIVE DISABILITIES. | 00434005 00434006 |
| *LEVEL | ALL GRADES | 00434009 |
| *GENERAL | ALL CANDIDATES | 00434008 |
| *HOURS | 1/6 | 00434007 |
| *EVALUATION | EACH STUDENT CORRECTLY CATEGORIZES THE PROBLEMS OF ALL THREE REMEDIAL READERS IN TERMS OF SENSORY, PERCEPTUAL, OR COGNITIVE DISABILITIES. | 00434026 00434027 00434028 |
| *FILE | READING REMEDIAL LABORATORY | 00434010 |

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| *OBJECTIVES | WRITES A PROGNOSIS OF A BEGINNING READER'S PROBABLE SUCCESS IN READING, INCLUDING RECOMMENDATIONS FOR STRENGTHENING EACH CHILD'S READINESS FOR READING. | 00435021 00435022 00435023 |
| *PREREQUISITE | PREVIOUS MODULE SUCCESSFULLY COMPLETED, PARTICULARLY 430. | 00435024 |
| *EXPERIENCE | THE STUDENT IS PROVIDED WITH THREE NARRATIVE DESCRIPTIONS OF BEGINNING READERS. HE APPLIES HIS KNOWLEDGE OF READING READINESS TO THESE DESCRIPTIONS AND WRITES A ONE-SENTENCE PROGNOSIS OF EACH CHILD'S LIKELIHOOD FOR IMMEDIATE SUCCESS IN BEGINNING READING, AND RECOMMENDS AREAS IN EACH CHILD'S BACKGROUND WHICH MUST BE STRENGTHENED FOR OPTIMUM READING GROWTH TO OCCUR. IF THE STUDENT DOES NOT PERFORM THE TASK CORRECTLY, HE RECEIVES EXTRA INSTRUCTION AND THEN ATTEMPTS THE TASK AGAIN USING DIFFERENT NARRATIVE DESCRIPTIONS. | 00435012 00435013 00435014 00435015 00435016 00435017 00435018 00435019 00435020 |
| *SETTING | INDEPENDENT, COLLEGE | 00435011 |
| *MATERIALS | NARRATIVE DESCRIPTIONS OF NINE BEGINNING READERS AND THEIR READING READINESS CHARACTERISTICS. | 00435005 00435006 |
| *LEVEL | ALL GRADES | 00435009 |
| *GENERAL | ALL CANDIDATES | 00435008 |
| *HOURS | 1/6 | 00435007 |
| *EVALUATION | STUDENT PREDICTS CORRECTLY THE SUCCESS OF EACH OF 3 BEGINNING READERS AND CORRECTLY IDENTIFIES READINESS AREAS WHICH NEED STRENGTHENING IN EACH OF THE 3 BEGINNING READERS. | 00435025 00435026 00435027 00435028 |
| *FILE | READING READINESS LABORATORY | 00435010 |

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| *OBJECTIVES | IDENTIFIES THREE READERS IN TERMS OF THEIR STAGES OF DEVELOPMENTAL READING GROWTH. | 00436020 00436021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULE PARTICULARLY 431. | 00436022 |
| *EXPERIENCE | THE STUDENT IS PROVIDED WITH THREE FILM CLIPS, EACH OF WHICH SHOWS A READER IN VARIOUS STAGES OF DEVELOPMENTAL READING GROWTH. THE STUDENT IDENTIFIES EACH READER BY NOTING THE STAGE OF DEVELOPMENTAL READING GROWTH THAT THE READER IS IN. IF THE STUDENT DOES NOT PERFORM THE TASK CORRECTLY IN ALL THREE CASES, HE IS GIVEN EXTRA HELP BY | 00436012 00436013 00436014 00436015 00436016 00436017 |

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| | THE PROFESSOR AND THEN ATTEMPTS THE TASK AGAIN USING | 00436018 |
| | THREE DIFFERENT FILM CLIPS. | 00436019 |
| *SETTING | INDEPENDENT, COLLEGE | 00436011 |
| *MATERIALS | FILM CLIPS OF NINE READERS AT VARIOUS STAGES OF | 00436005 |
| | DEVELOPMENTAL READING GROWTH. | 00436006 |
| *LEVEL | ALL GRADES | 00436009 |
| *GENERAL | ALL CANDIDATES | 00436008 |
| *HOURS | 1/6 | 00436007 |
| *EVALUATION | STUDENT CORRECTLY IDENTIFIES ALL THREE READERS IN TERMS OF | 00436023 |
| | THEIR STAGES OF DEVELOPMENTAL READING GROWTH. | 00436024 |
| *FILE | READING DEVELOPMENTAL STAGES LABORATORY | 00436010 |

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| *OBJECTIVES | IDENTIFIES READING ACTIVITIES AS BEING DEVELOPMENTAL, | 00437020 |
| | FUNCTIONAL, OR RECREATIONAL IN NATURE. | 00437021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULE PARTICULARLY 432. | 00437022 |
| *EXPERIENCE | THE STUDENT IS PROVIDED WITH 3 BRIEF FILM CLIPS OF | 00437012 |
| | ELEMENTARY SCHOOL CHILDREN READING DURING A TYPICAL | 00437013 |
| | SCHOOL DAY. THE STUDENT IDENTIFIES THOSE ACTIVITIES IN | 00437014 |
| | EACH FILM CLIP WHICH ARE ILLUSTRATIVE OF DEVELOPMENTAL, | 00437015 |
| | FUNCTIONAL, AND RECREATIONAL READING ACTIVITIES. IF THE | 00437016 |
| | STUDENT DOES NOT PERFORM THIS TASK CORRECTLY FOR ALL 3 | 00437017 |
| | CLIPS, HE IS PROVIDED WITH ADDITIONAL INSTRUCTION AND THEN | 00437018 |
| | ATTEMPTS THE TASK AGAIN USING THREE DIFFERENT FILM CLIPS. | 00437019 |
| *SETTING | INDEPENDENT, COLLEGE | 00437011 |
| *MATERIALS | FILM CLIPS OF READING ACTIVITIES WHICH ARE DEVELOPMENTAL, | 00437005 |
| | FUNCTIONAL, AND RECREATIONAL IN NATURE. | 00437006 |
| *LEVEL | ALL GRADES | 00437009 |
| *GENERAL | ALL CANDIDATES | 00437008 |
| *HOURS | 1/6 | 00437007 |
| *EVALUATION | TRAINEE CORRECTLY IDENTIFIES ALL THREE ACTIVITIES AS | 00437023 |
| | EXAMPLES OF DEVELOPMENTAL, FUNCTIONAL, OR RECREATIONAL | 00437024 |
| | READING ACTIVITIES. | 00437025 |
| *FILE | READING READING GOALS LABORATORY | 00437010 |

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| *OBJECTIVES | LISTS THE SPECIFIC DEVELOPMENTAL, FUNCTIONAL, AND | 00438023 |
| | RECREATIONAL READING SKILLS NEEDED BY 3 CHILDREN WHO ARE | 00438024 |
| | AT VARIOUS STAGES OF READING GROWTH. | 00438025 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY | 00438026 |
| | 433. | 00438027 |
| *EXPERIENCE | TRAINEE IS PRESENTED WITH FILM CLIPS OF 3 CHILDREN IN | 00438013 |
| | VARIOUS STAGES OF DEVELOPMENTAL READING GROWTH. HE NOTES | 00438014 |
| | SELECTED READING ACTIVITIES OF EACH CHILD AND NOTES THE | 00438015 |
| | DEVELOPMENTAL SKILLS (WORD RECOGNITION, COMPREHENSION, | 00438016 |
| | RATE), FUNCTIONAL SKILLS (STUDY SKILLS, ORGANIZING AND | 00438017 |
| | LOCATING INFORMATION, READING CONTENT MATERIAL), AND | 00438018 |
| | RECREATIONAL READING SKILLS (READING HABIT, INTERESTS, | 00438019 |
| | TASTES) POSSESSED BY EACH CHILD. ADDITIONAL INSTRUCTION | 00438020 |
| | IS PROVIDED AND THE TASK RE-DONE IF THE TRAINEE DOES NOT | 00438021 |
| | PERFORM THE TASK CORRECTLY THE FIRST TIME. | 00438022 |
| *SETTING | INDEPENDENT, COLLEGE | 00438012 |
| *MATERIALS | FILM CLIPS OF CHILDREN AT VARIOUS STAGES OF READING | 00438005 |
| | DEVELOPMENT AS THEY ARE ENGAGED IN READING IN | 00438006 |
| | DEVELOPMENTAL, FUNCTIONAL, AND RECREATIONAL SETTINGS. | 00438007 |
| *LEVEL | ALL GRADES | 00438010 |
| *GENERAL | ALL CANDIDATES | 00438009 |
| *HOURS | 1/6 | 00438008 |
| *EVALUATION | STUDENT LISTS 2 SKILLS NEEDED BY EACH OF 3 CHILDREN IN THE | 00438028 |
| | AREAS OF DEVELOPMENTAL, FUNCTIONAL, AND RECREATIONAL | 00438029 |
| | READING. | 00438030 |
| *FILE | READING SKILLS LABORATORY | 00438011 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS OF DEFINING READING | 00439023 |
| | READING READINESS, DEVELOPMENTAL STAGES AND/OR ELEMENTS OF | 00439024 |
| | A COMPREHENSIVE PROGRAM WHICH GO BEYOND LIMITS OF PREVIOUS | 00439025 |
| | MODULES AND WHICH BUILD ON SPECIAL ACADEMIC WORK TAKEN BY | 00439026 |
| | SPECIALISTS IN THE SCHOLARLY MODES OF KNOWLEDGE. | 00439027 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES 429-438 | 00439028 |
| *EXPERIENCE | AS THEY COMPLETE THE INDEPENDENT LABORATORY EXPERIENCIES, | 00439011 |
| | READING SPECIALISTS ENTER THE SEMINAR. STUDENT ENGAGES | 00439012 |
| | IN GROUP DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH | 00439013 |
| | REGARDING PROBLEMS WHICH GO BEYOND SCOPE OF PREVIOUS | 00439014 |
| | MODULES ON DEFINITION, READINESS, DEVELOPMENTAL STAGES, | 00439015 |
| | AND COMPREHENSIVE PROGRAMS. SPECIFIC TOPICS CHOSEN BY | 00439016 |
| | STUDENT, UNDER GUIDANCE OF PROFESSOR, ON BASIS OF NEEDS | 00439017 |
| | AND INTEREST OF STUDENT FOCUS IS ON CONTROVERSY AND | 00439018 |
| | ESTABLISHMENT OF A VALUE SYSTEM REGARDING READING. SAMPLE | 00439019 |
| | TOPIC: SPECIAL READING DISABILITIES (SUCH AS DYSLEXIA) AS | 00439020 |
| | THEY RELATE TO SENSORY, PERCEPTUAL, COGNITIVE ELEMENTS OF | 00439021 |
| | READING. | 00439022 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00439010 |
| *MATERIALS | NONE | 00439005 |
| *LEVEL | ALL GRADES | 00439008 |
| *GENERAL | SPECIALIST | 00439007 |
| *HOURS | 1 1/2 | 00439006 |
| *EVALUATION | STUDENT SPEAKS TO THE TOPIC AT LEAST ONCE IN EACH SEMINAR | 00439029 |
| | DISCUSSION HE ATTENDS. | 00439030 |
| *FILE | READING GROUP DISCUSSION | 00439009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS OF DEFINING READING, | 00440023 |
| | READING READINESS, DEVELOPMENTAL STAGES, AND/OR ELEMENTS | 00440024 |
| | OF A COMPREHENSIVE PROGRAM WHICH GO BEYOND LIMITS OF | 00440025 |
| | PREVIOUS MODULES AND WHICH FOCUS IN MIDDLE SCHOOL READING | 00440026 |
| | INSTRUCTION. | 00440027 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00440028 |
| *EXPERIENCE | AS THEY COMPLETE THE INDEPENDENT LABORATORY EXPERIENCES, | 00440011 |
| | GENERALISTS PREPARING FOR MIDDLE SCHOOL TEACHING AND | 00440012 |
| | SPECIALISTS FROM AREAS OTHER THEN READING ENTER SEMINAR. | 00440013 |
| | LEARNER ENGAGES IN GROUP DISCUSSION AND INDIVIDUAL LIBRARY | 00440014 |
| | RESEARCH REGARDING PROBLEMS WHICH GO BEYOND SCOPE OF | 00440015 |
| | PREVIOUS MODULES IN DEFINITION, READINESS, DEVELOPMENTAL | 00440016 |
| | STAGES, AND COMPREHENSIVE PROGRAMS. SPECIFIC TOPICS | 00440017 |
| | CHOSEN BY STUDENT, UNDER GUIDANCE OF PROFESSOR, ON BASIS | 00440018 |
| | OF NEEDS AND INTERESTS OF STUDENT FOCUS IS IN | 00440019 |
| | CONTROVERSY AND ESTABLISHMENT OF A VALUE SYSTEM REGARDING | 00440020 |
| | READING. SAMPLE TOPIC: RELEVANCE OF FUNCTIONAL READING | 00440021 |
| | TO CONTENT SPECIALIZATIONS. | 00440022 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00440010 |
| *MATERIALS | NONE | 00440005 |
| *LEVEL | GRADES 5-8 | 00440008 |
| *GENERAL | GENERALIST | 00440007 |
| *HOURS | 1 1/2 | 00440006 |
| *EVALUATION | STUDENT SPEAKS TO THE TOPIC AT LEAST ONCE IN EACH SEMINAR | 00440029 |
| | DISCUSSIONS HE ATTENDS. | 00440030 |
| *FILE | READING SEMINAR GROUP DISCUSSION LIBRARY RESEARCH | 00440009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS OF DEFINING READING, | 00441022 |
| | READING READINESS, DEVELOPMENTAL STAGES, AND/OR ELEMENTS | 00441023 |
| | OF A COMPREHENSIVE PROGRAM WHICH GO BEYOND LIMITS OF | 00441024 |
| | PREVIOUS MODULES AND WHICH FOCUS ON PRIMARY GRADE READING | 00441025 |
| | INSTRUCTION. | 00441026 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, 420-440. | 00441027 |
| *EXPERIENCE | AS THEY COMPLETE THE INDEPENDENT LABORATORY EXPERIENCES, | 00441011 |
| | GENERALISTS PREPARING FOR PRIMARY GRADE TEACHING ENTER | 00441012 |
| | SEMINAR, STUDENT ENGAGES IN GROUP DISCUSSION AND | 00441013 |
| | STUDENT ENGAGES IN GROUP DISCUSSION AND INDIVIDUAL LIBRARY | 00440014 |
| | BEYOND SCOPE OF PREVIOUS MODULES ON DEFINITION, READINESS, | 00441015 |
| | DEVELOPMENTAL STAGES, AND COMPREHENSIVE PROGRAMS. | 00441016 |
| | SPECIFIC TOPICS ARE CHOSEN BY THE LEARNER, UNDER GUIDANCE | 00441017 |
| | OF PROFESSOR, ON THE BASIS OF NEEDS AND INTERESTS OF | 00441018 |
| | STUDENT, FOCUS IS ON CONTROVERSY AND ESTABLISHMENT OF | 00441019 |
| | A VALUE SYSTEM REGARDING READING. SAMPLE TOPIC: READING | 00441020 |
| | VIEWED FROM THE PERSPECTIVE OF VARIOUS LEARNING TASKS. | 00441021 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00441010 |
| *MATERIALS | NONE | 00441005 |
| *LEVEL | GRADES 1-4 | 00441008 |
| *GENERAL | GENERALIST | 00441007 |
| *HOURS | 1 1/2 | 00441006 |
| *EVALUATION | STUDENT SPEAKS TO THE TOPIC AT LEAST ONCE IN EACH SEMINAR | 00441028 |
| | DISCUSSION HE ATTENDS. | 00441029 |
| *FILE | READING SEMINAR PROBLEMS OF READING | 00441009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS OF DEFINING READING, | 00442022 |
| | READING READINESS, DEVELOPMENTAL STAGES, AND/OR ELEMENTS | 00442023 |
| | OF A COMPREHENSIVE PROGRAM WHICH GO BEYOND THE LIMITS OF | 00442024 |
| | PREVIOUS MODULES AND WHICH FOCUS ON EARLY ELEMENTARY | 00442025 |
| | READING INSTRUCTION. | 00442026 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES (420-441) | 00442027 |
| *EXPERIENCE | AS THEY COMPLETE THE INDEPENDENT LABORATORY EXPERIENCES, | 00442011 |
| | GENERALISTS PREPARING FOR EARLY ELEMENTARY TEACHING ENTER | 00442012 |
| | SEMINAR, STUDENT ENGAGES IN GROUP DISCUSSION AND | 00442013 |
| | INDIVIDUAL LIBRARY RESEARCH REGARDING IN-DEPTH PROBLEMS OF | 00442014 |
| | DEFINING READING, ESTABLISHING READING READINESS, | 00442015 |
| | DEVELOPMENTAL STAGES OF READING, AND/OR ELEMENTS OF A | 00442016 |
| | COMPREHENSIVE READING PROGRAM. SPECIFIC TOPICS CHOSEN BY | 00442017 |
| | STUDENT UNDER GUIDANCE OF INSTRUCTOR, ON THE BASIS OF THE | 00442018 |
| | NEEDS AND INTERESTS OF STUDENT, FOCUS IS ON CONTROVERSY | 00442019 |
| | AND ESTABLISHMENT OF A VALUE SYSTEM REGARDING READING. | 00442020 |
| | SAMPLE PROBLEM: PREDICTING EARLY READING FAILURE. | 00442021 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00442010 |
| *MATERIALS | NONE | 00442005 |
| *LEVEL | PRE-SCH.-K | 00442008 |
| *GENERAL | GENERALIST | 00442007 |
| *HOURS | 1 1/2 | 00442006 |
| *EVALUATION | STUDENT SPEAKS TO THE TOPIC AT LEAST ONCE IN EACH SEMINAR | 00442028 |
| | DISCUSSION HE ATTENDS. | 00442029 |
| *FILE | READING SEMINAR PROBLEMS OF READING | 00442009 |

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| *OBJECTIVES | GIVEN SIMULATED DATA CONCERNING READING EXPECTANCY AND | 00443017 |
| | INSTRUCTIONAL READING LEVELS FOR 3 PUPILS STUDENTS SELECT | 00443018 |
| | FUNCTIONAL AND RECREATIONAL READING MATERIAL OF | 00443019 |
| | APPROPRIATE DIFFICULTY FOR EACH CHILD. | 00443020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00443021 |
| *EXPERIENCE | STUDENTS VIEW A FILM DESCRIBING THE MANNER IN WHICH THE | 00443013 |
| | PRINCIPLES OF READING EXPECTANCY AND INSTRUCTIONAL READING | 00443014 |
| | LEVELS ARE APPLIED TO FUNCTIONAL AND RECREATIONAL READING | 00443015 |
| | SITUATIONS. | 00443016 |

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| *SETTING | LARGE GROUP, COLLEGE | 00443012 |
| *MATERIALS | SIMULATED DATA CONCERNING READING EXPECTANCY AND | 00443005 |
| | INSTRUCTIONAL READING LEVELS FOR 3 PUPILS. | 00443006 |
| *LEVEL | ALL GRADES | 00443009 |
| *GENERAL | ALL CANDIDATES | 00443008 |
| *MODES | 1/4 | 00443007 |
| *EVALUATION | STUDENT SELECTS FUNCTIONAL AND RECREATIONAL READING | 00443022 |
| | MATERIAL OF APPROPRIATE DIFFICULTY FOR EACH OF THE 3 | 00443023 |
| | HYPOTHETICAL PUPILS. | 00443024 |
| *FILE | APPLICATION READING DIAGNOSIS FUNCTIONAL READING | 00443010 |
| | RECREATIONAL READING | 00443011 |

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| *OBJECTIVES | USING SIMULATED MATERIAL, LEARNER ESTIMATES THE READING | 00444020 |
| | EXPECTANCY AND INSTRUCTIONAL READING LEVEL OF AN EARLY | 00444021 |
| | ELEMENTARY, PRIMARY, AND MIDDLE SCHOOL PUPIL. | 00444022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00444023 |
| *EXPERIENCE | PROSPECTIVE READING SPECIALISTS LISTEN TO AND DISCUSS WITH | 00444013 |
| | INSTRUCTOR SPECIAL PROBLEMS OF DETERMINING READING | 00444014 |
| | EXPECTANCY AND INSTRUCTIONAL READING LEVEL AT ALL GRADE | 00444015 |
| | LEVELS. LEARNERS PREPARE TO USE SIMULATED DATA TO | 00444016 |
| | DETERMINE READING EXPECTANCY AND INSTRUCTIONAL LEVELS FOR | 00444017 |
| | PUPILS AT EARLY ELEMENTARY, PRIMARY, AND MIDDLE SCHOOL | 00444018 |
| | LEVELS. | 00444019 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00444012 |
| *MATERIALS | SIMULATED DATA CONCERNING READING EXPECTANCY AND | 00444005 |
| | INSTRUCTIONAL LEVELS OF AN EARLY ELEMENTARY, PRIMARY, AND | 00444006 |
| | MIDDLE SCHOOL PUPIL. | 00444007 |
| *LEVEL | ALL GRADES | 00444010 |
| *GENERAL | SPECIALIST | 00444009 |
| *MODES | 1/2 | 00444008 |
| *EVALUATION | LEARNER CORRECTLY IDENTIFIES THE READING EXPECTANCY AND | 00444024 |
| | INSTRUCTIONAL READING LEVELS OF ALL 3 HYPOTHETICAL PUPILS. | 00444025 |
| *FILE | READING DIAGNOSIS READING SPECIALIST | 00444011 |

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| *OBJECTIVES | USING SIMULATED MATERIAL, LEARNER ESTIMATES THE | 00445018 |
| | EXPECTANCY AND INSTRUCTIONAL READING LEVELS FOR 3 | 00445019 |
| | HYPOTHETICAL MIDDLE SCHOOL PUPILS. | 00445020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00445021 |
| *EXPERIENCE | PROSPECTIVE TEACHERS OF MIDDLE SCHOOL LISTEN TO AND | 00445012 |
| | DISCUSS WITH INSTRUCTOR SPECIAL PROBLEMS OF DETERMINING | 00445013 |
| | READING EXPECTANCY AND INSTRUCTIONAL READING LEVELS IN | 00445014 |
| | GRADES 5-8, ESPECIALLY IN THE CONTENT AREAS. LEARNERS | 00445015 |
| | PREPARE TO USE SIMULATED DATA TO DETERMINE EXPECTANCY AND | 00445016 |
| | INSTRUCTIONAL LEVELS FOR MIDDLE SCHOOL PUPILS. | 00445017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00445011 |
| *MATERIALS | SIMULATED DATA CONCERNING READING EXPECTANCY AND | 00445005 |
| | INSTRUCTIONAL READING LEVELS OF 3 MIDDLE SCHOOL PUPILS. | 00445006 |
| *LEVEL | GRADES 5-8 | 00445009 |
| *GENERAL | GENERALIST | 00445008 |
| *MODES | 1/2 | 00445007 |
| *EVALUATION | LEARNER CORRECTLY IDENTIFIES THE EXPECTANCY AND | 00445022 |
| | INSTRUCTIONAL READING LEVELS OF ALL 3 HYPOTHETICAL | 00445023 |
| | MIDDLE SCHOOL PUPILS. | 00445024 |
| *FILE | READING DIAGNOSIS MIDDLE SCHOOL | 00445010 |

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| *OBJECTIVES | USING SIMULATED MATERIAL, LEARNER ESTIMATES EXPECTANCY | 00446017 |
| | AND INSTRUCTIONAL READING LEVELS FOR 3 HYPOTHETICAL | 00446018 |
| | PRIMARY PUPILS. | 00446019 |

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*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES                  00446020
*EXPERIENCE   PROSPECTIVE TEACHERS OF PRIMARY GRADES LISTEN TO AND      00446012
              DISCUSS WITH INSTRUCTOR SPECIAL PROBLEMS FOR DETERMINING  00446013
              READING EXPECTANCY AND INSTRUCTIONAL LEVEL IN GRADES 1-4. 00446014
              LEARNERS PREPARE TO USE SIMULATED DATA TO DETERMINE       00446015
              EXPECTANCY AND INSTRUCTIONAL LEVELS FOR PRIMARY PUPILS.   00446016
*SETTING      SMALL GROUP (1-12 STUDENTS), COLLEGE                      00446011
*MATERIALS    SIMULATED DATA CONCERNING EXPECTANCY AND INSTRUCTIONAL    00446005
              LEVEL FOR 3 PRIMARY GRADES PUPILS.                        00446006
*LEVEL        GRADES 1-4                                                00446009
*GENERAL      GENERALIST                                                00446008
*HOURS        1/2                                                       00446007
*EVALUATION   LEARNER CORRECTLY IDENTIFIES THE EXPECTANCY AND           00446021
              INSTRUCTIONAL READING LEVELS OF ALL 3 HYPOTHETICAL        00446022
              PRIMARY PUPILS.                                           00446023
*FILE         READING  DIAGNOSIS  PRIMARY                               00446010
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*OBJECTIVES   USING SIMULATED DATA, LEARNER ESTIMATES EXPECTANCY AND     00447020
              INSTRUCTIONAL READING LEVELS FOR 3 HYPOTHETICAL EARLY     00447021
              ELEMENTARY PUPILS.                                        00447022
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                00447023
*EXPERIENCE   PROSPECTIVE TEACHERS OF EARLY ELEMENTARY GRADES LISTEN TO 00447012
              AND DISCUSS WITH INSTRUCTOR SPECIAL PROBLEMS FOR          00447013
              DETERMINING READING EXPECTANCY AND INSTRUCTIONAL LEVEL AT 00447014
              THE READINESS LEVEL.  CONCEPTS OF EXPECTANCY AND          00447015
              INSTRUCTIONAL LEVEL ARE TRANSLATED INTO FRAMEWORK OF EARLY00447016
              ELEMENTARY PROGRAM.  LEARNERS PREPARE TO USE SIMULATED    00447017
              DATA TO DETERMINE EXPECTANCY AND INSTRUCTIONAL LEVEL AT   00447018
              EARLY ELEMENTARY LEVEL.                                   00447019
*SETTING      SMALL GROUP (1-12 STUDENTS), COLLEGE                      00447011
*MATERIALS    SIMULATED DATA CONCERNING EXPECTANCY AND INSTRUCTIONAL    00447005
              LEVEL FOR 3 HYPOTHETICAL EARLY ELEMENTARY PUPILS.         00447006
*LEVEL        PRE-SHC.-K                                                00447009
*GENERAL      GENERALIST                                                00447008
*HOURS        1/2                                                       00447007
*EVALUATION   LEARNER CORRECTLY IDENTIFIES THE EXPECTANCY AND           00447024
              INSTRUCTIONAL READING LEVELS OF ALL 3 HYPOTHETICAL EARLY  00447025
              ELEMENTARY PUPILS.                                        00447026
*FILE         READING  DIAGNOSIS  EARLY ELEM                            00447010
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*OBJECTIVES   GIVEN A CLASS LIST CONTAINING SIMULATED DATA CONCERNING   00448020
              EACH CHILD'S READING EXPECTANCY AND INSTRUCTIONAL READING  00448021
              LEVEL, LEARNER IDENTIFIES THE REMEDIAL READERS ON THE LIST 00448022
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES                  00448023
*EXPERIENCE   LEARNER LISTENS TO INSTRUCTOR DISCUSS THE CRITERIA FOR     00448012
              IDENTIFYING REMEDIAL READERS.  USING DATA FROM PREVIOUS    00448013
              MODULES, INSTRUCTOR ESTABLISHES FACT THAT THE DIFFERENCE   00448014
              BETWEEN READING EXPECTANCY AND INSTRUCTIONAL LEVEL         00448015
              DETERMINES A REMEDIAL READER, WITH CHRONOLOGICAL AGE AND   00448016
              GRADE PLACEMENT HAVING LITTLE RELEVANCE.  LEARNER PREPARES 00448017
              TO IDENTIFY REMEDIAL READERS USING SIMULATED CUMULATIVE    00448018
              FOLDER DATA.                                               00448019
*SETTING      SMALL GROUP (1-12 STUDENTS), COLLEGE                      00448011
*MATERIALS    NINE CLASS LISTS CONTAINING SIMULATED DATA CONCERNING EACH 00448005
              CHILD'S READING EXPECTANCY AND INSTRUCTIONAL READING LEVEL 00448006
*LEVEL        ALL GRADES                                                00448009
*GENERAL      ALL CANDIDATES                                            00448008
*HOURS        1/6                                                       00448007
*EVALUATION   LEARNER WILL BE PROVIDED WITH A CLASS LIST CONTAINING     00448024
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| | SIMULATED DATA CONCERNING EACH CHILD*S READING EXPECTANCY | 00448025 |
| | AND INSTRUCTIONAL READING LEVEL FROM WHICH HE IDENTIFIES | 00448026 |
| | ALL THE REMEDIAL READERS. | 00448027 |
| *FILE | READING REMEDIAL DIAGNOSIS READING PROBLEMS | 00448010 |

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| *OBJECTIVES | LISTS THE DIFFERENCIES IN INSTRUCTIONAL READING LEVEL FOR | 00449016 |
| | EACH OF THREE TYPICAL ELEMENTARY SCHOOL CLASSES. | 00449017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00449018 |
| *EXPERIENCE | LEARNER STUDIES DATA CONCERNING THE INSTRUCTIONAL READING | 00449012 |
| | LEVELS FOUND IN THREE TYPICAL ELEMENTARY SCHOOL CLASS. ON | 00449013 |
| *EVALUATION | CORRECTLY LISTS THE DIFFERENCES IN INSTRUCITONAL READING | 00449014 |
| | THE BASIS OF THE DATA, THE STUDENT LISTS THE DIFFERENCES | 00449014 |
| | IN INSTRUCTIONAL LEVEL FOR EACH CLASSROOM. | 00449015 |
| *SETTING | INDEPENDENT, COLLEGE | 00449011 |
| *MATERIALS | NINE CLASS LISTS CONTAINING DATA CONCERNING INSTRUCTIONAL | 00449005 |
| | READING LEVEL FOR EACH CHILD. | 00449006 |
| *LEVEL | ALL GRADES | 00449009 |
| *GENERAL | ALL CANDIDATES | 00449008 |
| *HOURS | 1/6 | 00449007 |
| *EVALUATION | CORRECTLY LISTS THE DIFFERENCIES IN INSTRUCTIONAL READING | 00449019 |
| | LEVEL FOUND IN EACH OF THREE TYPICAL ELEMENTARY CLASSROOM. | 00449020 |
| *FILE | READING READING ABILITY ELEM SCHOOL | 00449010 |

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| *OBJECTIVES | USING DATA CONCERNING PRONUNCIATION AND COMPREHENSION ON | 00450021 |
| | GRADED ORAL READING PARAGRAPHS, LEARNER ESTIMATES | 00450022 |
| | INDEPENDENT, FRUSTRATION, AND INSTRUCTIONAL LEVEL FOR 3 | 00450023 |
| | ELEMENTARY SCHOOL CHILDREN. | 00450024 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00450025 |
| *EXPERIENCE | IN PREPARATION FOR USING SIMULATED MATERIAL TO DETERMINE | 00450013 |
| | READING LEVEL, THE LEARNER LISTENS TO AND DISCUSSES WITH | 00450014 |
| | THE INSTRUCTOR THE CRITERIA FOR DETERMINING THE LEVEL AT | 00450015 |
| | WHICH A CHILD IS ACTUALLY READING. HE DEFINES | 00450016 |
| | FRUSTRATION, INSTRUCTIONAL, AND INDEPENDENT LEVELS USING | 00450017 |
| | PRONUNCIATION AND COMPREHENSION ERRORS AS CRITERIA, AND HE | 00450018 |
| | CHOOSES ORAL READING MATERIAL SUITABLE FOR DETERMINING | 00450019 |
| | SUCH LEVELS. | 00450020 |
| *MATERIALS | SIMULATED MATERIAL CONTAINING DATA CONCERNING PERFORMANCE | 00450005 |
| | (PRONUNCIATION AND COMPREHENSION) ON GRADED ORAL READING | 00450006 |
| | PARAGRAPHS. | 00450007 |
| *LEVEL | ALL GRADES | 00450010 |
| *GENERAL | ALL CANDIDATES | 00450009 |
| *HOURS | 1/2 | 00450008 |
| *EVALUATION | LEARNER CORRECTLY ESTIMATES THE FRUSTRATION, INSTRUCTIONAL | 00450026 |
| | AND INDEPENDENT READING LEVELS OF THREE SIMULATED | 00450027 |
| | ELEMENTARY SCHOOL CASE STUDIES. | 00450028 |
| *FILE | READING DIAGNOSIS READING ARILITY | 00450011 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00450012 |

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| *OBJECTIVES | LISTS THE DIFFERENCES IN READING EXPECTANCY FOUND IN EACH | 00451019 |
| | OF THREE TYPICAL ELEMENTARY SCHOOL CLASSES. | 00451020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00451021 |
| *EXPERIENCE | LEARNER STUDIES DATA CONCERNING IQ, LISTENING | 00451013 |
| | COMPREHENSION, ORAL VOCABULARY, ARITHMETIC COMPUTATION AND | 00451014 |
| | ARITHMETIC PROBLEM SOLVING FOR EACH OF THREE ELEMENTARY | 00451015 |
| | SCHOOL CLASSROOMS. ON THE BASIS OF THE DATA, THE LEARNER | 00451016 |
| | LISTS ALL THE DIFFERENCES IN READING EXPECTANCY FOR EACH | 00451017 |
| | CLASSROOM. | 00451018 |
| *SETTING | INDEPENDENT, COLLEGE | 00451012 |

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| *MATERIALS | NINE CLASS LISTS CONTAINING DATA CONCERNING IQ, LISTENING COMPREHENSION, ORAL VOCABULARY, ARITHMETIC COMPUTATION. AND ARITHMETIC PROBLEM SOLVING FOR EACH CHILD. | 00451005<br>00451006<br>00451007 |
| *LEVEL | ALL GRADES | 00451010 |
| *GENERAL | ALL CANDIDATES | 00451009 |
| *HOURS | 1/6 | 00451008 |
| *EVALUATION | CORRECTLY LISTS THE DIFFERENCES IN READING EXPECTANCY FOUND IN EACH OF THREE TYPICAL ELEMENTARY CLASSROOMS. | 00451022<br>00451023 |
| *FILE | READING READING EXPECTANCY ELEMENTARY SCHOOL | 00451011 |

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| *OBJECTIVES | USING SIMULATED CUMULATIVE FOLDER MATERIAL, LEARNER ESTIMATES THE READING EXPECTANCY OF THREE CHILDREN ON THE BASIS OF IQ INFORMATION AND SUPPLEMENTARY INFORMAL INFORMATION. | 00452022<br>00452023<br>00452024<br>00452025 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF LEARNING COURSE FOCUSING ON INDIVIDUAL PATTERNS OF LEARNING. SUCCESSFUL COMPLETION OF PREVIOUS READING MODULES. | 00452026<br>00452027<br>00452028 |
| *EXPERIENCE | IN PREPARATION FOR USING SIMULATED CUMULATIVE FOLDER MATERIAL TO DETERMINE READING EXPECTANCY, THE LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR THE MEANING OF MENTAL CAPACITY, ITS IMPLICATIONS FOR DETERMINING READING EXPECTANCY, AND SUPPLEMENTARY DEVICES FOR DETERMINING READING CAPACITY (INFORMAL LISTENING COMPREHENSION TESTS, ORAL VOCABULARY TESTS, AND COMPARISON OF PUPIL PERFORMANCE ON ARITHMETIC COMPUTATION AND ARITHMETIC PROBLEM SOLVING). FILM CLIPS OF CHILDREN'S PERFORMANCE IN VARIOUS SITUATIONS ARE USED IN ILLUSTRATION | 00452012<br>00452013<br>00452014<br>00452015<br>00452016<br>00452017<br>00452018<br>00452019<br>00452020<br>00452021 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00452011 |
| *MATERIALS | FILM CLIPS OF CHILDREN RESPONDING TO LISTENING COMPREHENSION, ORAL VOCABULARY, AND ARITHMETIC TASKS. | 00452005<br>00452006 |
| *LEVEL | ALL GRADES | 00452009 |
| *GENERAL | ALL CANDIDATES | 00452008 |
| *HOURS | 1/2 | 00452007 |
| *EVALUATION | LEARNER CORRECTLY ESTIMATES THE READING EXPECTANCY OF THREE ELEMENTARY SCHOOL CHILDREN ON THE BASIS OF SIMULATED CUMULATIVE FOLDER INFORMATION REGARDING IQ AND SUPPLEMENTARY INFORMAL DATA. | 00452029<br>00452030<br>00452031<br>00452032 |
| *FILE | READING DIAGNOSIS READING EXPECTANCY | 00452010 |

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| *OBJECTIVES | COMPLETES GUIDED OBSERVATION FORM NOTING DEVELOPMENTAL STAGES OF READING GROWTH, EVIDENCES OF READINESS TO READ, AND EVIDENCE RELATING TO DEVELOPMENTAL, FUNCTIONAL, AND RECREATIONAL READING. | 00453017<br>00453018<br>00453019<br>00453020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 429-433 | 00453021<br>00453022 |
| *EXPERIENCE | EARLY ELEMENTARY CANDIDATES VISIT 3 EARLY ELEMENTARY CLASSROOMS. USING GUIDED OBSERVATION FORM, LEARNER NOTES DEVELOPMENTAL STAGES OF GROWTH AS RELATED TO READING, EVIDENCES OF READINESS TO READ, AND EVIDENCES OF INSTRUCTION RELATING TO DEVELOPMENTAL READING, FUNCTIONAL READING, AND RECREATIONAL READING. | 00453011<br>00453012<br>00453013<br>00453014<br>00453015<br>00453016 |
| *SETTING | INDEPENDENT, SCHOOL | 00453010 |
| *MATERIALS | GUIDED OBSERVATION FORM | 00453005 |
| *LEVEL | PRE-SCH.-K | 00453008 |
| *GENERAL | GENERALIST | 00453007 |
| *HOURS | 3 | 00453006 |
| *EVALUATION | CORRECTLY COMPLETES ALL THE ITEMS CONTAINED IN THE GUIDED OBSERVATION FORM. | 00453023<br>00453024 |
| *FILE | READING EARLY ELEM | 00453009 |

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*OBJECTIVES     COMPLETES GUIDED OBSERVATION FORM NOTING EVIDENCES OF      00454018
                SENSORY, PERCEPTUAL, COGNITIVE DIFFICULTIES; STAGES OF     00454019
                DEVELOPMENTAL GROWTH; READINESS FOR VARIOUS SKILLS;        00454020
                DEVELOPMENTAL, FUNCTIONAL, RECREATIONAL READING ACTIVITIES 00454021
                ; AND DIFFERENCES IN CAPACITY AND INSTRUCTIONAL READING    00454022
                LEVELS.                                                    00454023
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY    00454024
                429-433                                                    00454025
*EXPERIENCE     PRIMARY GRADE CANDIDATES VISIT 3 PRIMARY GRADE CLASSROOMS. 00454011
                USING GUIDED OBSERVATION FORM, LEARNER NOTES EVIDENCES OF  00454012
                SENSORY PERCEPTUAL, COGNITIVE DIFFICULTIES; STAGES OF      00454013
                DEVELOPMENTAL READING GROWTH; READINESS FOR VARIOUS        00454014
                READING SKILLS, DEVELOPMENTAL, FUNCTIONAL, RECREATIONAL    00454015
                ACTIVITIES; AND DIFFERENCES IN CAPACITY AND INSTRUCTIONAL  00454016
                READING LEVELS.                                            00454017
*SETTING        INDEPENDENT, SCHOOL                                        00454010
*MATERIALS      GUIDED OBSERVATION FORM.                                   00454005
*LEVEL          GRADES 1-4                                                 00454008
*GENERAL        GENERALIST                                                 00454007
*HOURS          3                                                          00454006
*EVALUATION     CORRECTLY COMPLETES ALL THE ITEMS ON THE GUIDED            00454026
                OBSERVATION FORM.                                          00454027
*FILE           READING CLINICAL PRIMARY                                   00454009
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*OBJECTIVES     COMPLETES GUIDED OBSERVATION FORM NOTING EVIDENCES OF      00455018
                SENSORY, PERCEPTUAL, COGNITIVE DIFFICULTIES; STAGES OF     00455019
                DEVELOPMENTAL GROWTH; READINESS FOR VARIOUS READING        00455020
                SKILLS; DEVELOPMENTAL, FUNCTIONAL, RECREATIONAL            00455021
                ACTIVITIES; AND DIFFERENCES IN CAPACITY AND INSTRUCTIONAL  00455022
                READING LEVEL.                                             00455023
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY    00455024
                429-433.                                                   00455025
*EXPERIENCE     MIDDLE SCHOOL CANDIDATES VISIT 3 MIDDLE SCHOOL             00455011
                CLASSROOMS. USING GUIDED OBSERVATION FORM, LEARNER NOTES   00455012
                EVIDENCE OF SENSORY, PERCEPTUAL, COGNITIVE DIFFICULTIES;   00455013
                STAGES OF DEVELOPMENTAL READING GROWTH; READINESS FOR      00455014
                VARIOUS READING SKILLS; DEVELOPMENTAL, FUNCTIONAL,         00455015
                RECREATIONAL ACTIVITIES; AND DIFFERENCES IN CAPACITY AND   00455016
                INSTRUCTIONAL READING LEVELS.                              00455017
*SETTING        INDEPENDENT, SCHOOL                                        00455010
*MATERIALS      GUIDED OBSERVATION FORM                                    00455005
*LEVEL          GRADES 5-8                                                 00455008
*GENERAL        GENERALIST                                                 00455007
*HOURS          3                                                          00455006
*EVALUATION     CORRECTLY COMPLETES ALL THE ITEMS CONTAINED IN THE GUIDED  00455026
                OBSERVATION FORM.                                          00455027
*FILE           READING CLINICAL MIDDLE SCH.                               00455009
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*OBJECTIVES     CORRECTLY ESTABLISHES THE READING EXPECTANCY LEVEL AND      00456020
                INSTRUCTIONAL READING LEVEL FOR ONE CHILD USING INFORMAL    00456021
                DIAGNOSTIC TECHNIQUES.                                     00456022
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY    00456023
                448-454.                                                   00456024
*EXPERIENCE     WORKING IN A TUTORIAL SETTING, THE LEARNER CORRECTLY       00456011
                ESTABLISHES THE READING EXPECTANCY LEVEL AND INSTRUCTIONAL 00456012
                READING LEVEL FOR ONE CHILD, USING INFORMAL TECHNIQUES.    00456013
                FOR READING EXPECTANCY, SUCH INFORMAL TECHNIQUE WILL       00456014
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| | INCLUDE LISTENING COMPREHENSION, ORAL VOCABULARY, AND COMPARISON OF ACHIEVEMENT IN ARITHMETIC COMPUTATION AND ARITHMETIC PROBLEM SOLVING. FOR INSTRUCTIONAL LEVEL, INFORMAL TECHNIQUES INCLUDE ORAL READING PERFORMANCE ON GRADED PARAGRAPHS. | 00456015<br>00456016<br>00456017<br>00456018<br>00456019 |
| *SETTING | INDEPENDENT, COLLEGE | 00456010 |
| *MATERIALS | BLANK | 00456005 |
| *LEVEL | ALL GRADES | 00456008 |
| *GENERAL | ALL CANDIDATES | 00456007 |
| *HOURS | 3/4 | 00456006 |
| *EVALUATION | AT THE CONCLUSION OF THE TUTORIAL SESSION, THE LEARNER HAS USED INFORMAL TECHNIQUES TO ACCURATELY ESTABLISH THE CHILD'S READING EXPECTANCY LEVEL AND HIS INSTRUCTIONAL READING LEVEL. | 00456025<br>00456026<br>00456027<br>00456028 |
| *FILE | READING CLINICAL DIAGNOSIS | 00456009 |

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| *OBJECTIVES | COMPLETES GUIDED OBSERVATION FORM NOTING EVIDENCES OF SENSORY, PERCEPTUAL, COGNITIVE DIFFICULTIES; STAGES OF READING DEVELOPMENT; READINESS; DEVELOPMENTAL, FUNCTIONAL, RECREATIONAL READING; DIFFERENCES IN PUPIL CAPACITY; AND DIFFERENCES IN INSTRUCTIONAL READING LEVELS | 00457020<br>00457021<br>00457022<br>00457023<br>00457024 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MOD | 00457025 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 429 TO 433 | 00457026<br>00457027 |
| *EXPERIENCE | READING SPECIALISTS VISIT 3 CLASSROOMS (ONE PRE-SCHOOL-K, ONE 1-4, ONE 5-8). USING GUIDED OBSERVATION FORM, LEARNER NOTES READING DIFFICULTIES OF SENSORY PERCEPTUAL, AND COGNITIVE NATURE, NOTES STAGES OF DEVELOPMENTAL READING GROWTH, NOTES EVIDENCES OF READINESS FOR VARIOUS READING SKILLS, NOTES EVIDENCES OF DEVELOPMENTAL, FUNCTIONAL, AND RECREATIONAL READING, NOTES DIFFERENCES IN CAPACITY, AND NOTES DIFFERENCES IN INSTRUCTIONAL READING LEVEL. | 00457011<br>00457012<br>00457013<br>00457014<br>00457015<br>00457016<br>00457017<br>00457018<br>00457019 |
| *SETTING | INDEPENDENT, SCHOOL | 00457010 |
| *MATERIALS | GUIDED OBSERVATION FORM | 00457005 |
| *LEVEL | ALL GRADES | 00457008 |
| *GENERAL | SPECIALIST | 00457007 |
| *HOURS | 3 | 00457006 |
| *EVALUATION | CORRECTLY COMPLETES ALL THE ITEMS CONTINUED IN THE GUIDED OBSERVATION FORM. | 00457028<br>00457029 |
| *FILE | READING CLINICAL READING SPECIALIST | 00457009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS INVOLVING BASIC DIAGNOSTIC TECHNIQUES WHICH GO BEYOND LIMITS OF PREVIOUS MODULE AND WHICH FOCUS ON EARLY ELEMENTARY READING INSTRUCTION. | 00458022<br>00458023<br>00458024<br>00458025 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00458026 |
| *EXPERIENCE | AS THEY COMPLETE CLINICAL EXPERIENCES, GENERALISTS PREPARING FOR EARLY ELEMENTARY TEACHING ENTER SEMINAR. LEARNER ENGAGES IN GROUP DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH REGARDING PROBLEMS WHICH GO BEYOND SCOPE OF PREVIOUS MODULES ON ESTABLISHING READING EXPECTANCY AND INSTRUCTIONAL READING LEVELS. SPECIFIC TOPICS ARE CHOSEN BY THE LEARNER, UNDER GUIDANCE OF INSTRUCTOR, ON THE BASIS OF NEEDS AND INTERESTS OF THE LEARNER. FOCUS IS ON CONTROVERSY AND ESTABLISHMENT OF A VALUE SYSTEM REGARDING READING. SAMPLE TOPICS: SHOULD PRE-SCHOOLERS BE TAUGHT TO READ IF DIAGNOSIS INDICATES THEY ARE READY | 00458011<br>00458012<br>00458013<br>00458014<br>00458015<br>00458016<br>00458017<br>00458018<br>00458019<br>00458020<br>00458021 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00458010 |

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*MATERIALS      NONE                                                        00458005
*LEVEL          PRE-SCH,-K                                                  00458008
*GENERAL        GENERALIST                                                  00458007
*HOURS          1 1/2                                                       00458006
*EVALUATION     LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE IN EACH SEMINAR   00458027
                DISCUSSION HE ATTENDS.                                      00458028
*FILE           READING DIAGNOSIS  SEMINAR  EARLY ELEM                      00458009
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*OBJECTIVES     READS ABOUT AND DISCUSSES PROBLEMS INVOLVING BASIC          00459022
                DIAGNOSTIC TECHNIQUES WHICH GO BEYOND LIMITS OF PREVIOUS    00459023
                MODULES AND WHICH FOCUS ON PRIMARY GRADE READING            00459024
                INSTRUCTION.                                                00459025
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                  00459026
*EXPERIENCE     AS THEY COMPLETE CLINICAL EXPERIENCES, GENERALISTS          00459011
                PREPARING FOR PRIMARY GRADE TEACHING ENTER SEMINAR.         00459012
                LEARNER ENGAGES IN GROUP DISCUSSION AND INDIVIDUAL LIBRARY  00459013
                RESEARCH REGARDING PROBLEMS WHICH GO BEYOND SCOPE OF        00459014
                PREVIOUS MODULES ON ESTABLISHING READING EXPECTANCY AND     00459015
                INSTRUCTIONAL READING LEVELS.  SPECIFIC TOPICS ARE CHOSEN   00459016
                BY THE LEARNER, UNDER GUIDANCE OF THE INSTRUCTOR, ON THE    00459017
                BASIS OF NEEDS AND INTERESTS OF THE LEARNER.  FOCUS IS ON    00459018
                CONTROVERSY AND ESTABLISHMENT OF A VALUE SYSTEM REGARDING   00459019
                READING.  SAMPLE TOPIC:  CAN YOU ESTABLISH INSTRUCTIONAL    00459020
                LEVEL AT PRE-PRIMER AND PRIMER LEVEL                        00459021
*SETTING        OTHER (SPECIFY) SEMINAR.  COLLEGE                           00459010
*MATERIALS      NONE                                                        00459005
*LEVEL          GRADES 1-4                                                  00459008
*GENERAL        GENERALIST                                                  00459007
*HOURS          1 1/2                                                       00459006
*EVALUATION     LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE IN EACH SEMINAR   00459027
                DISCUSSION HE ATTENDS.                                      00459028
*FILE           READING DIAGNOSIS  SEMINAR  PRIMARY                         00459009
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*OBJECTIVES     READS ABOUT AND DISCUSSES PROBLEMS INVOLVING BASIC          00460022
                DIAGNOSTIC TECHNIQUES WHICH GO BEYOND LIMITS OF PREVIOUS    00460023
                MODULES AND WHICH FOCUS ON MIDDLE SCHOOL READING PROBLEMS.  00460024
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                  00460025
*EXPERIENCE     AS THEY COMPLETE CLINICAL EXPERIENCES, GENERALISTS          00460011
                PREPARING FOR MIDDLE SCHOOL TEACHING ENTER SEMINAR.         00460012
                LEARNER ENGAGES IN GROUP DISCUSSION AND INDIVIDUAL LIBRARY  00460013
                RESEARCH REGARDING PROBLEMS WHICH GO BEYOND SCOPE OF        00460014
                PREVIOUS MODULE ON ESTABLISHING READING EXPECTANCY AND      00460015
                INSTRUCTIONAL READING LEVELS.  SPECIFIC TOPICS ARE CHOSEN   00460016
                BY THE LEARNER, UNDER GUIDANCE OF THE INSTRUCTOR, ON THE    00460017
                BASIS OF NEEDS AND INTERESTS OF THE LEARNER, FOCUS IN ON     00460018
                CONTROVERSY AND ESTABLISHMENT OF A VALUE SYSTEM REGARDING   00460019
                READING.  SAMPLE TOPIC:  RELEVANCE OF READING DIAGNOSIS TO  00460020
                CONTENT AREAS.                                              00460021
*SETTING        OTHER (SPECIFY) SEMINAR.  COLLEGE                           00460010
*MATERIALS      NONE                                                        00460005
*LEVEL          GRADES 5-8                                                  00460008
*GENERAL        GENERALIST                                                  00460007
*HOURS          1 1/2                                                       00460006
*EVALUATION     LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE IN EACH SEMINAR   00460026
                DISCUSSION HE ATTENDS.                                      00460027
*FILE           READING DIAGNOSIS  SEMINAR  MIDDLE SCH                      00460009
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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS INVOLVING BASIC | 00461022 |
| | DIAGNOSTIC TECHNIQUES WHICH GO BEYOND LIMITS OF PREVIOUS | 00461023 |
| | MODULES AND WHICH FOCUS ON PROBLEMS OF CONCERN TO READING | 00461024 |
| | SPECIALISTS. | 00461025 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00461026 |
| *EXPERIENCE | AS THEY COMPLETE CLINICAL EXPERIENCES, READING | 00461011 |
| | SPECIALISTS ENTER SEMINAR. LEARNER ENGAGES IN GROUP | 00461012 |
| | DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH REGARDING | 00461013 |
| | PROBLEMS WHICH GO BEYOND SCOPE OF PREVIOUS MODULES ON | 00461014 |
| | ESTABLISHING READING EXPECTANCY AND INSTRUCTIONAL READING | 00461015 |
| | LEVELS. SPECIFIC TOPICS ARE CHOSEN BY THE LEARNER, UNDER | 00461016 |
| | GUIDANCE OF THE INSTRUCTOR, ON THE BASIS OF NEEDS AND | 00461017 |
| | INTERESTS OF THE LEARNER. FOCUS IS ON CONTROVERSY AND | 00461018 |
| | ESTABLISHMENT OF A VALUE SYSTEM REGARDING READING. SAMPLE | 00461019 |
| | TOPIC: ARE FORMAL AND INFORMAL TECHNIQUES EQUALLY | 00461020 |
| | DEPENDABLE IN DIAGNOSIS | 00461021 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00461010 |
| *MATERIALS | NONE | 00461005 |
| *LEVEL | ALL GRADES | 00461008 |
| *GENERAL | SPECIALIST | 00461007 |
| *HOURS | 1 1/2 | 00461006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE IN EACH SEMINAR | 00461027 |
| | DISCUSSION HE ATTENDS. | 00461028 |
| *FILE | READING DIAGNOSIS SEMINAR READING SPECIALIST | 00461009 |

## PART II

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| *OBJECTIVES | LEARNER WRITES A DEFINITION OF WORD RECOGNITION WHICH | 00462015 |
| | INCLUDES THE SKILLS USED TO DE-CODE A WORD. | 00462016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF MODULES 429 TO 461 | 00462017 |
| *EXPERIENCE | IN PREPARATION FOR DEFINING WORD RECOGNITION, LEARNER | 00462011 |
| | VIEWS A VIDEO-TAPED LECTURE-WHICH SHOW CHILDREN USING | 00462012 |
| | CONFIGURATION, SIGHT, CONTEXT, PHONICS, AND STRUCTURAL | 00462013 |
| | ANALYSIS TO DE-CODE, OR PRONOUNCE, WORDS. | 00462014 |
| *SETTING | LARGE GROUP, COLLEGE | 00462010 |
| *MATERIALS | VIDEO-TAPED LECTURE ON THE NATURE OF WORD RECOGNITION. | 00462005 |
| *LEVEL | ALL GRADES | 00462008 |
| *GENERAL | ALL CANDIDATES | 00462007 |
| *HOURS | 1/4 | 00462006 |
| *EVALUATION | LEARNER WRITES A DEFINITION OF WORD RECOGNITION WHICH | 00462018 |
| | INCLUDES THE SPECIFIC SKILLS USED TO DECODE A WORD. | 00462019 |
| *FILE | WORD RECOGNITION DEFINITION KNOWLEDGE | 00462009 |

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| *OBJECTIVES | GIVEN THE MAJOR SKILL AREAS USED TO DE-CODE A WORD, THE | 00463014 |
| | LEARNER LISTS THE SUB-SKILLS FOR EACH. | 00463015 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULE, 462. | 00463016 |
| *EXPERIENCE | STUDENT VIEWS A FILM WHICH IDENTIFIES THE SUB-SKILLS OF | 00463011 |
| | EACH WORD RECOGNITION SKILL (SPECIFIC ELEMENTS OF PHONICS, | 00463012 |
| | SPECIFIC ELEMENTS OF STRUCTURAL ANALYSIS, ETC.). | 00463013 |
| *SETTING | LARGE GROUP, COLLEGE | 00463010 |
| *MATERIALS | FILM ON THE SUB-SKILLS OF THE WORD RECOGNITION SKILLS. | 00463005 |
| *LEVEL | ALL GRADES | 00463008 |
| *GENERAL | ALL CANDIDATES | 00463007 |
| *HOURS | 1/6 | 00463006 |
| *EVALUATION | LEARNER LISTS FROM MEMORY THE SUB-SKILLS OF EACH SKILL OF | 00463017 |
| | WORD RECOGNITION. | 00463018 |
| *FILE | WORD RECOGNITION SKILLS DE-CODE | 00463009 |

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| *OBJECTIVES | LEARNER DEFINES EACH OF THE TECHNICAL TERMS ASSOCIATED | 00464014 |
| | WITH WORD RECOGNITION. | 00464015 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. 462-63. | 00464016 |

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| | SUCCESSFUL COMPLETION OF LINGUISTICS COURSE | 00464017 |
| *EXPERIENCE | LEARNER VIEWS FILM WHICH DEVELOPS THE TECHNICAL | 00464011 |
| | TERMINOLOGY OF WORD RECOGNITION, SUCH AS WORD ANALYSIS, | 00464012 |
| | PHONETICS, PHONEMIES, ETC. | 00464013 |
| *SETTING | LARGE GROUP, COLLEGE | 00464010 |
| *MATERIALS | FILM DEVELOPING TERMINOLOGY OF WORD RECOGNITION. | 00464005 |
| *LEVEL | ALL GRADES | 00464008 |
| *GENERAL | ALL CANDIDATES | 00464007 |
| *HOURS | 1/3 | 00464006 |
| *EVALUATION | LEARNER CORRECTLY DEFINES EACH OF THE TECHNICAL TERMS | 00464018 |
| | ASSOCIATED WITH WORD RECOGNITION. | 00464019 |
| *FILE | WORD RECOGNITION TERMINOLOGY TECHNICAL TERMS | 00464009 |

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| *OBJECTIVES | GIVEN A SPECIFIC WORD RECOGNITION DEFICIENCY, THE LEARNER | 00465019 |
| | LISTS THE READINESS ABILITY NEEDED TO HANDLE THE SKILL | 00465020 |
| | EFFICIENTLY. | 00465021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00465022 |
| *EXPERIENCE | LEARNER VIEWS FILM WHICH SHOWS CHILDREN WITH WORD | 00465012 |
| | RECOGNITION DEFICIENCIES IN CONFIGURATION-SIGHT WORDS, | 00465013 |
| | CONTEXT, PHONIC ANALYSIS, OR STRUCTURAL ANALYSIS. FILM | 00465014 |
| | DEVELOPS THE READINESS OR BACKGROUND EXPERIENCES NEEDED BY | 00465015 |
| | A READER IN ORDER TO USE EACH SKILL EFFICIENTLY (VISUAL | 00465016 |
| | DISCRIMINATION FOR SIGHT WORDS, AUDITORY DISCRIMINATION | 00465017 |
| | FOR PHONICS, ETC.). | 00465018 |
| *SETTING | LARGE GROUP, COLLEGE | 00465011 |
| *MATERIALS | FILM WHICH DEVELOPS THE READINESS SKILLS NEEDED FOR WORD | 00465005 |
| | RECOGNITION. | 00465006 |
| *LEVEL | ALL GRADES | 00465009 |
| *GENERAL | ALL CANDIDATES | 00465008 |
| *HOURS | 1/3 | 00465007 |
| *EVALUATION | LEARNER CORRECTLY LISTS THE READINESS ABILITIES NEEDED | 00465023 |
| | TO USE EACH WORD RECOGNITION SKILL EFFICIENTLY. | 00465024 |
| *FILE | WORD RECOGNITION READINESS FILM ANALYSIS | 00465010 |

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| *OBJECTIVES | GIVEN A SPECIFIC WORD RECOGNITION SKILL, THE LEARNER LISTS | 00466015 |
| | THE STRENGTHS AND WEAKNESSES OF THAT SKILL AS A WORD | 00466016 |
| | RECOGNITION CLUE. | 00466017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00466018 |
| *EXPERIENCE | LEARNER VIEWS FILM WHICH DEVELOPS THE STRENGTHS AND | 00466012 |
| | LIMITATIONS OF CONFIGURATION, SIGHT WORDS, CONTEXT, | 00466013 |
| | PHONICS, AND STRUCTURAL ANALYSIS AS WORD RECOGNITION CLUES | 00466014 |
| *SETTING | LARGE GROUP, BLANK | 00466011 |
| *MATERIALS | FILM ON THE STRENGTHS AND WEAKNESSES OF THE VARIOUS WORD | 00466005 |
| | RECOGNITION CLUES. | 00466006 |
| *LEVEL | ALL GRADES | 00466009 |
| *GENERAL | ALL CANDIDATES | 00466008 |
| *HOURS | 1/3 | 00466007 |
| *EVALUATION | LEARNER CORRECTLY LISTS THE STRENGTHS AND WEAKNESSES OF | 00466019 |
| | EACH OF THE WORD RECOGNITION SKILLS. | 00466020 |
| *FILE | WORD RECOGNITION SKILLS CONFIGURATION FILMS | 00466010 |

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| *OBJECTIVES | WHEN PRESENTED WITH SPECIFIC WORDS, LEARNER LISTS MOST | 00467020 |
| | EFFICIENT COMBINATION OF WORD RECOGNITION SKILLS TO BE | 00467021 |
| | USED IN DE-CODING THE WORD. | 00467022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00467023 |
| *EXPERIENCE | LEARNER LISTENS TO INSTRUCTOR AS HE PRESENTS FILM CLIPS OF | 00467013 |
| | PUPILS WHO OVER-RELY ON ONE OF THE WORD RECOGNITION SKILLS | 00467014 |
| | INSTRUCTOR SHOWS CLIPS OF PUPILS OVER-RELYING ON EACH WORD | 00467015 |

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| | RECOGNITION SKILL AND THEN PRESENTS CLIPS OF READERS WHO EFFICIENTLY USE WORD RECOGNITION CLUES IN COMBINATION. LEARNERS LISTEN AS INSTRUCTOR DEVELOPS PRINCIPLE THAT WORD RECOGNITION SKILLS SHOULD BE USED IN COMBINATION. | 00467016<br>00467017<br>00467018<br>00467019 |
| *SETTING | LARGE GROUP, COLLEGE | 00467012 |
| *MATERIALS | FILM CLIPS OF PUPILS WHO OVER-RELY ON EACH OF THE WORD RECOGNITION SKILLS AND OF PUPILS WHO USE WORD RECOGNITION SKILLS IN COMBINATION. | 00467005<br>00467006<br>00467007 |
| *LEVEL | ALL GRADES | 00467010 |
| *GENERAL | ALL CANDIDATES | 00467009 |
| *HOURS | 1/4 | 00467008 |
| *EVALUATION | WHEN PRESENTED WITH 5 WORDS, LEARNER LISTS THE MOST EFFICIENT COMBINATION OF WORD RECOGNITION SKILLS TO BE USED IN DE-CODING THE WORD. | 00467024<br>00467025<br>00467026 |
| *FILE | WORD RECOGNITION SKILLS DE-CODING | 00467011 |

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| *OBJECTIVES | STUDENT WRITES A DESCRIPTION OF AN APPROACH TO WORD RECOGNITION INSTRUCTION WHICH UTILIZES BOTH ≠LOOK-SAY≠ AND PHONIC ELEMENTS. | 00468021<br>00468022<br>00468023 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00468024 |
| *EXPERIENCE | LEARNER VIEWS A VIDEO-TAPED LECTURE IN WHICH DIFFERENT APPROACHES TO WORD RECOGNITION ARE EXPLORED. SPECIAL EMPHASIS IS PLACED ON THE ≠LOOK-SAY≠ AND PHONIC APPROACHES AS THEY OPERATE IN THEORY, PARTICULARLY REGARDING THE SEQUENCE AND TIMING OF INSTRUCTION AND THE STRENGTHS AND WEAKNESSES OF EACH APPROACH. LEARNER VIEWS LECTURE WITH INTENTION OF DEVISING ECLECTIC APPROACH WHICH UTILIZES ELEMENTS OF BOTH A ≠LOOK-SAY≠ APPROACH AND A ≠PHONIC≠ APPROACH. | 00468012<br>00468013<br>00468014<br>00468015<br>00468016<br>00468017<br>00468018<br>00468019<br>00468020 |
| *SETTING | LARGE GROUP, COLLEGE | 00468011 |
| *MATERIALS | VIDEO-TAPED LECTURE DEVELOPING VARIOUS APPROACHES TO WORD RECOGNITION. | 00468005<br>00468006 |
| *LEVEL | ALL GRADES | 00468009 |
| *GENERAL | ALL CANDIDATES | 00468008 |
| *HOURS | 1/2 | 00468007 |
| *EVALUATION | LEARNER WRITES A DESCRIPTION OF AN APPROACH TO WORD RECOGNITION WHICH INCORPORATES ELEMENTS OF BOTH THE (LOOK-SAY≠ AND PHONIC ELEMENTS. | 00468025<br>00468026<br>00468027 |
| *FILE | WORD RECOGNITION ≠LOOK-SAY≠ PHONIC | 00468010 |

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| *OBJECTIVES | LEARNER COMPLETES PROGRAMED TEXT ON WORD RECOGNITION. | 00469019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00469020 |
| *EXPERIENCE | WORKING IN AN INDEPENDENT LABORATORY SITUATION, LEARNER USES PROGRAMED TEXT TO INVENTORY BOTH HIS WORD RECOGNITION SKILLS AND (PARTICULARLY) HIS ABILITY TO IDENTIFY THE UNITS OF WORD RECOGNITION BY WHICH HE ARRIVES AT THE PRONUNCIATION OF WORDS. IF LEARNER CANNOT COMPLETE CORRECTLY ONE OF THE TASKS, HE IS BRANCHED TO A SECTION OF THE TEXT DESIGNED TO PROVIDE HIM WITH EXTRA HELP IN THAT AREA. | 00469011<br>00469012<br>00469013<br>00469014<br>00469015<br>00469016<br>00469017<br>00469018 |
| *SETTING | INDEPENDENT, COLLEGE | 00469010 |
| *MATERIALS | PROGRAMMED MATERIAL ON WORD RECOGNITION. | 00469005 |
| *LEVEL | ALL GRADES | 00469008 |
| *GENERAL | ALL CANDIDATES | 00469007 |
| *HOURS | 2/3 | 00469006 |
| *EVALUATION | LEARNER COMPLETES PROGRAMED TEXT ON COMPREHENSION. | 00469021 |
| *FILE | COMPREHENSION WORD RECOGNITION SELF-INVENTORY LABORATORY | 00469009 |

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| *OBJECTIVES | STUDENT COMPLETES A STUDY GUIDE RELATING TO HIS | 00470016 |
| | EXAMINATION OF WORD RECOGNITION MATERIALS. | 00470017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00470018 |
| *EXPERIENCE | USING A STUDY GUIDE PREPARED BY THE PROFESSOR, STUDENT | 00470012 |
| | EXAMINES TEACHING MATERIALS RELATED TO THE TEACHING OF | 00470013 |
| | WORD RECOGNITION. STUDENT USES STUDY GUIDE TO RECORD HIS | 00470014 |
| | RESPONSES TO SPECIFIC QUESTIONS OF THE PROFESSOR | 00470015 |
| *SETTING | INDEPENDENT, COLLEGE | 00470011 |
| *MATERIALS | STUDY GUIDE DIRECTING LEARNER TO OBSERVE SPECIFIC ASPECTS | 00470005 |
| | OF WORD RECOGNITION MATERIAL | 00470006 |
| *LEVEL | ALL GRADES | 00470009 |
| *GENERAL | ALL CANDIDATES | 00470008 |
| *HOURS | 1/2 | 00470007 |
| *EVALUATION | STUDENT SUPPLIES RESPONSES ON THE STUDY GUIDE RELATING TO | 00470019 |
| | WORD RECOGNITION MATERIALS WHICH ARE CONSISTENT WITH THE | 00470020 |
| | RESPONSES EXPECTED BY THE PROFESSOR. | 00470021 |
| *FILE | WORD RECOGNITION MATERIALS | 00470010 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS RELATING TO WORD | 00471015 |
| | RECOGNITION WHICH GO BEYOND SCOPE AND DEPTH OF PREVIOUS | 00471016 |
| | MODULES. | 00471017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00471018 |
| *EXPERIENCE | SEMINAR FOR READING SPECIALIST CANDIDATES. DESCRIPTION | 00471011 |
| | SAME AS FOR PREVIOUS MODULES (II-10-EE) ON SEMINAR. | 00471012 |
| | SAMPLE READING SPECIALIST TOPIC: UTILITY OF VARIOUS PHONIC | 00471013 |
| | RULES. | 00471014 |
| *SETTING | OTHER (SPECIFY) SEMINAR | 00471010 |
| *MATERIALS | NONE | 00471005 |
| *LEVEL | ALL GRADES | 00471008 |
| *GENERAL | SPECIALIST | 00471007 |
| *HOURS | 1 1/2 | 00471006 |
| *EVALUATION | STUDENT SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH | 00471019 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00471020 |
| *FILE | WORD RECOGNITION SEMINAR READING SPECIALIST | 00471009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS RELATING TO WORD | 00472020 |
| | RECOGNITION IN EARLY ELEMENTARY WHICH GO BEYOND SCOPE AND | 00472021 |
| | DEPTH OF PREVIOUS MODULES | 00472022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00472023 |
| *EXPERIENCE | AS THEY COMPLETE THE INDEPENDENT LABORATORY EXPERIENCES, | 00472011 |
| | EARLY ELEMENTARY CANDIDATES MEET IN SEMINAR WHERE STUDENTS | 00472012 |
| | ENGAGE IN DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH | 00472013 |
| | REGARDING ELEMENTS OF WORD RECOGNITION WHICH GO BEYOND | 00472014 |
| | PREVIOUS MODULES. TOPICS CHOSEN BY THE STUDENTS | 00472015 |
| | UNDER GUIDANCE OF PROFESSOR, ON BASIS OF NEEDS AND | 00472016 |
| | INTERESTS OF LEARNER. SAMPLE TOPIC FOR EARLY ELEMENTARY: | 00472017 |
| | RELATIONSHIP BETWEEN PRONUNCIATION AND MEANING IN THE | 00472018 |
| | DE-CODING PROCESS. | 00472019 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00472010 |
| *MATERIALS | NONE | 00472005 |
| *LEVEL | PRE-SCH-K | 00472008 |
| *GENERAL | GENERALIST | 00472007 |
| *HOURS | 1 1/2 | 00472006 |
| *EVALUATION | STUDENT SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH | 00472024 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00472025 |
| *FILE | WORD RECOGNITION SEMINAR EARLY ELEM | 00472009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS RELATING TO WORD - - | 00473015 |
| | RECOGNITION IN MIDDLE SCHOOL WHICH GO BEYOND SCOPE AND | 00473016 |
| | DEPTH OF PREVIOUS MODULES. | 00473017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00473018 |
| *EXPERIENCE | SEMINAR FOR MIDDLE SCHOOL TRAINEES. DESCRIPTION SAME AS | 00473011 |
| | FOR PREVIOUS MODULES II-10-EE ON SEMINAR. SAMPLE MIDDLE | 00473012 |
| | SCHOOL TOPIC: ROLE OF WORD RECOGNITION INSTRUCTION IN THE | 00473013 |
| | CONTENT AREAS. | 00473014 |
| *SETTING | OTHER (SPECIFY) SEMINAR. COLLEGE | 00473010 |
| *MATERIALS | NONE | 00473005 |
| *LEVEL | GRADES 5-8 | 00473008 |
| *GENERAL | GENERALIST | 00473007 |
| *HOURS | 1 1/2 | 00473006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH | 00473019 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00473020 |
| *FILE | WORD RECOGNITION SEMINAR MIDDLE SCHOOL | 00473009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS RELATING TO WORD | 00474015 |
| | RECOGNITION IN PRIMARY GRADES WHICH GO BEYOND SCOPE AND | 00474016 |
| | DEPTH OF PREVIOUS MODULES. | 00474017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00474018 |
| *EXPERIENCE | SEMINAR FOR PRIMARY GRADE CANDIDATES. DESCRIPTION SAME AS | 00474011 |
| | FOR PREVIOUS MODULE 472 AS EARLY ELEMENTARY. SAMPLE | 00474012 |
| | PRIMARY TOPIC: COMPARISON OF WORD RECOGNITION TECHNIQUES | 00474013 |
| | STRESSED IN VARIOUS BASAL READERS. | 00474014 |
| *SETTING | OTHER (SPECIFY) SEMINAR. COLLEGE | 00474010 |
| *MATERIALS | NONE | 00474005 |
| *LEVEL | GRADES 1-4 | 00474008 |
| *GENERAL | GENERALIST | 00474007 |
| *HOURS | 1 1/2 | 00474006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH | 00474019 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00474020 |
| *FILE | WORD RECOGNITION SEMINAR PRIMARY | 00474009 |

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| *OBJECTIVES | LEARNER LISTS THE VARIOUS KINDS OF WORD RECOGNITION | 00475018 |
| | DIFFICULTIES FOUND AMONG ELEMENTARY SCHOOL READERS. | 00475019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00475020 |
| *EXPERIENCE | LEARNER VIEWS FILM IN WHICH THE VARIOUS TYPES OF WORD | 00475012 |
| | RECOGNITION DIFFICULTIES ARE DEVELOPED. FILM INCLUDES | 00475013 |
| | EXAMPLES OF OVER-ANALYTICAL READERS, REVERSAL TENDENCIES, | 00475014 |
| | GUESSING WITHOUT REGARD FOR CONTEXT, LACK OF AUDITORY | 00475015 |
| | DISCRIMINATION AND PHONIC SKILLS, IGNORING SMALL WORDS, | 00475016 |
| | SUBSTITUTING WORDS, ETC. | 00475017 |
| *SETTING | LARGE GROUP, COLLEGE | 00475011 |
| *MATERIALS | FILM SHOWING THE VARIOUS TYPES OF WORD RECOGNITION | 00475005 |
| | DIFFICULTIES | 00475006 |
| *LEVEL | ALL GRADES | 00475009 |
| *GENERAL | ALL CANDIDATES | 00475008 |
| *HOURS | 1/3 | 00475007 |
| *EVALUATION | LEARNER LISTS A MINIMUM OF TEN WORD RECOGNITION | 00475021 |
| | DIFFICULTIES FOUND AMONG ELEMENTARY SCHOOL READERS. | 00475022 |
| *FILE | WORD RECOGNITION DISABILITIES APPLICATION | 00475010 |

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| *OBJECTIVES | USING SIMULATED ORAL READING PARAGRAPH, TACHISTOSCOPE, | 00476019 |
| | AND PHONIC SPELLING DATA, LEARNER DETERMINES THE SPECIFIC | 00476020 |
| | WORD RECOGNITION DIFFICULTY OF 3 ELEMENTARY SCHOOL READERS | 00476021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00476022 |
| *EXPERIENCE | IN PREPARATION FOR USING SIMULATED MATERIAL TO DETERMINE | 00476012 |
| | WORD RECOGNITION DIFFICULTIES, THE LEARNER LISTENS TO | 00476013 |

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                AND DISCUSSES WITH THE INSTRUCTOR THE USE OF ORAL READING  00476014
                PARAGRAPHS, TACHISTOSCOPES, AND PHONIC SPELLING TESTS AS   00476015
                MEANS TO WORD RECOGNITION DIFFICULTIES.  FILM CLIPS OF     00476016
                TEACHER USING THESE TOOLS TO DETERMINE THE DIFFCULTIES IN  00476017
                WORD RECOGNITION LISTED IN PREVIOUS MODULE ARE SHOWN.      00476018
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                      00476011
*MATERIALS      SIMULATED ORAL READING PARAGRAPH, TACHISTOSCOPE, AND       00476005
                PHONIC SPELLING DATA.  FILM CLIPS.                         00476006
*LEVEL          ALL GRADES                                                 00476009
*GENERAL        ALL CANDIDATES                                             00476008
*HOURS          3/4                                                        00476007
*EVALUATION     LEARNER CORRECTLY, DENTIFIES THE SPECIFIC WORD RECOGNITION 00476023
                DIFFICULTY OF 3 ELEMENTARY SCHOOL READERS.                 00476024
*FILE           WORD RECOGNITION  DIAGNOSIS  DIAGNOSIS  MATERIALS         00476010

*OBJECTIVES     USING SIMULATED DIAGNOSTIC DATA, LEARNER DETERMINES        00477017
                READINESS FOR WORD RECOGNITION INSTRUCTION FOR 3 EARLY     00477018
                ELEMENTARY SCHOOL PUPILS                                   00477019
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES                  00477020
*EXPERIENCE     CANDIDATES PREPARING FOR EARLY ELEMENTARY TEACHING LISTEN   00477012
                TO AND DISCUSS WITH THE INSTRUCTOR THE PARTICULAR WORD     00477013
                RECOGNITION SKILLS COMMONLY TAUGHT IN EARLY GRADES.        00477014
                EMPHASIS IS PLACED ON DEVICES FOR DIAGNOSING, AUDITORY-    00477015
                VISUAL DISCRIMINATION SKILLS, AND SIGHT WORD VOCABULARY.   00477016
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                      00477011
*MATERIALS      SIMULATED DIAGNOSTIC DATA FOR PUPILS IN EARLY ELEMENTARY   00477005
                GRADES                                                     00477006
*LEVEL          PRE-SCH-K                                                  00477009
*GENERAL        GENERALIST                                                 00477008
*HOURS          3/3                                                        00477007
*EVALUATION     LEARNER CORRECTLY IDENTIFIES THE READINESS FOR WORD        00477021
                RECOGNITION INSTRUCTION OF 3 EARLY ELEMENTARY SCHOOL       00477022
                PUPILS.                                                    00477023
*FILE           WORD RECOGNITION  DIAGNOSIS  EARLY ELEM                    00477010

*OBJECTIVES     USING SIMULATED DIAGNOSTIC DATA, LEARNER DETERMINES WORD   00478016
                RECOGNITION NEEDS OF 3 PRIMARY GRADE PUPILS.               00478017
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES                  00478018
*EXPERIENCE     CANDIDATES FOR PRIMARY TEACHING LISTEN TO AND DISCUSS WITH 00478011
                INSTRUCTOR THE PARTICULAR WORD RECOGNITION SKILLS COMMONLY 00478012
                TAUGHT IN PRIMARY GRADES.  EMPHASIS IS PLACED ON DEVICES   00478013
                FOR DIAGNOSING SIGHT WORD VOCABULARY, PHONIC SKILLS, AND   00478014
                CONTEXT SKILLS.                                            00478015
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                      00478010
*MATERIALS      SIMULATED DIAGNOSTIC DATA FOR PUPILS IN PRIMARY GRADES     00478005
*LEVEL          GRADES 1-4                                                 00478008
*GENERAL        GENERALIST                                                 00478007
*HOURS          1/3                                                        00478006
*EVALUATION     LEARNER CORRECTLY IDENTIFIES THE WORD RECOGNITION NEEDS    00478019
                OF 3 PRIMARY GRADE PUPILS                                  00478020
*FILE           WORD RECOGNITION  DIAGNOSIS  PRIMARY                       00478009

*OBJECTIVES     USING SIMULATED DIAGNOSTIC DATA, LEARNER DETERMINES WORD   00479016
                RECOGNITION NEEDS OF 3 MIDDLE SCHOOL PUPILS;               00479017
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES                  00479018
*EXPERIENCE     CANDIDATES PREPARING FOR MIDDLE SCHOOL TEACHING LISTEN     00479011
                TO AND DISCUSS WITH INSTRUCTOR THE PARTICULAR WORD         00479012
                RECOGNITION SKILLS-COMMONLY TAUGHT IN MIDDLE SCHOOL.       00479013
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| | EMPHASIS IS PLACED ON DEVICES FOR DIAGNOSING SKILL IN | 00479014 |
| | USING STRUCTURAL ANALYSIS, DICTIONARY, ETC. | 00479015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00479010 |
| *MATERIALS | SIMULATED DIAGNOSTIC DATA FOR PUPILS IN MIDDLE SCHOOL | 00479005 |
| *LEVEL | GRADES 5-8 | 00479008 |
| *GENERAL | GENERALIST | 00479007 |
| *HOURS | 1/3 | 00479006 |
| *EVALUATION | LEARNER CORRECTLY IDENTIFIES THE WORD RECOGNITION NEEDS OF | 00479019 |
| | 3 MIDDLE SCHOOL PUPILS | 00479020 |
| *FILE | WORD RECOGNITION DIAGNOSIS MIDDLE SCHOOL | 00479009 |

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| *OBJECTIVES | USING SIMULATED DIAGNOSTIC DATA, LEARNER DETERMINES WORD | 00480016 |
| | RECOGNITION NEEDS OF 3 REMEDIAL OR CORRECTIVE READERS IN | 00480017 |
| | ELEMENTARY SCHOOL. | 00480018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00480019 |
| *EXPERIENCE | CANDIDATES PREPARING TO BE READING SPECIALISTS LISTEN TO | 00480012 |
| | AND DISCUSS WITH INSTRUCTOR THE WORD RECOGNITION SKILLS | 00480013 |
| | TAUGHT AT ALL LEVELS. EMPHASIS IS PLACED ON DEVICES FOR | 00480014 |
| | DIAGNOSING WORD RECOGNITION NEEDS AT ALL LEVELS. | 00480015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00480011 |
| *MATERIALS | SIMULATED DIAGNOSTIC DATA FOR REMEDICAL AND CORRECTIVE | 00480005 |
| | READERS AT ALL LEVELS OF THE SCHOOL. | 00480006 |
| *LEVEL | ALL GRADES | 00480009 |
| *GENERAL | SPECIALIST | 00480008 |
| *HOURS | 1/3 | 00480007 |
| *EVALUATION | LEARNER CORRECTLY IDENTIFIES THE WORD RECOGNITION NEEDS OF | 00480020 |
| | 3 REMEDIAL OR CORRECTIVE READERS IN ELEMENTARY SCHOOL. | 00480021 |
| *FILE | WORD RECOGNITION DIAGNOSIS READING SPECIALIST | 00480010 |

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| *OBJECTIVES | WHEN PRESENTED WITH HYPOTHETICAL DESCRIPTION OF A READER≠S | 00481025 |
| | WORD RECOGNITION DIFFICULTY, LEARNER ANALYZES MANNER IN | 00481026 |
| | WHICH READER IS ATTACKING WORD AND INSTRUCTIONAL PLANS | 00481027 |
| | WHICH WILL CORRECT THE DEFICIENCY. | 00481028 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00481029 |
| *EXPERIENCE | LEARNERS VIEW A SERIES OF BRIEF FILM CLIPS SHOWING PUPILS | 00481013 |
| | WITH VARIOUS WORD RECOGNITION DIFFICULTIES. FOLLOWING | 00481014 |
| | EACH FILM CLIP, LEARNERS DISCUSS THE CHILD≠S DIFFICULTY | 00481015 |
| | WITH INSTRUCTOR. INSTRUCTOR STRUCTURES DISCUSSION TO | 00481016 |
| | FORCE LEARNERS TO ANALYZE EACH READER≠S APPROACH TO WORD | 00481017 |
| | RECOGNITION--TO ANALYZE WHAT IT IS THAT THE PUPIL IS DOING | 00481018 |
| | WHEN HE ATTACKS A WORD HE DOES NOT KNOW. WITH CHILD≠S | 00481019 |
| | BEHAVIOR IDENTIFIED, LEARNERS DESIDE UPON SPECIFIC | 00481020 |
| | INSTRUCTIONAL TECHNIQUE WHICH IS NEEDED. EXAMPLE: PUPIL | 00481021 |
| | WHO REVERSES WORDS IS LOOKING AT THE WORD FROM RIGHT TO | 00481022 |
| | LEFT. HE PROBABLY NEEDS INSTRUCTIONAL TECHNIQUE WHICH | 00481023 |
| | WILL DEVELOP LEFT-TO-RIGHT INSPECTION OF WORDS. | 00481024 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00481012 |
| *MATERIALS | SERIES OF FILM CLIPS SHOWING PUPILS WITH VARIOUS WORD | 00481005 |
| | RECOGNITION DIFFICULTIES. | 00481006 |
| *LEVEL | ALL GRADES | 00481009 |
| *GENERAL | ALL CANDIDATES | 00481008 |
| *HOURS | 1 | 00481007 |
| *EVALUATION | GIVEN 3 HYPOTHETICAL DESCRIPTIONS OF READERS WITH WORD | 00481030 |
| | REG | 00481031 |
| | RECOGNITION DIFFICULTIES, LEARNER CORRECTLY ANALYZES | 00481032 |
| | THE MANNER IN WHICH EACH READER IS ATTACKING WORDS AND | 00481033 |
| | WRITES INSTRUCTIONAL PLANS WHICH WILL CORRECT THE | 00481034 |
| | DEFICIENCY. | 00481035 |
| *FILE | WORD RECOGNITION INSTRUCTIONAL TECHNIQUES FILM | 00481010 |

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| | INSTRUCTION | 00481011 |
| *OBJECTIVES | GIVEN A HYPOTHETICAL DIAGNOSIS OF AN EARLY ELEMENTARY PUPILS READINESS FOR WORD RECOGNITION, STUDENT WRITES APPROPRIATE INSTRUCTIONAL PLANS. | 00482018<br>00482019<br>00482020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 481 | 00482021<br>00482022 |
| *EXPERIENCE | CANDIDATES FOR PREPARING FOR EARLY ELEMENTARY TEACHING LISTEN TO AND DISCUSS WITH THE INSTRUCTOR PARTICULAR TECHNIQUES FOR TEACHING WORD RECOGNITION SKILLS IN THE EARLY GRADES. EMPHASIS IS ON TECHNIQUES FOR TEACHING AUDITORY-VISUAL DISCRIMINATION AND SIGHT-WORD VOCABULARY. | 00482013<br>00482014<br>00482015<br>00482016<br>00482017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00482012 |
| *MATERIALS | RESULTS OF HYPOTHETICAL DIAGNOSIS OF READINESS FOR WORD RECOGNITION FOR 3 EARLY ELEMENTARY PUPILS. | 00482005<br>00482006 |
| *LEVEL | PRE-SCH-K | 00482009 |
| *GENERAL | GENERALIST | 00482008 |
| *HOURS | 1/4 | 00482007 |
| *EVALUATION | LEARNER WRITES APPROPRIATE INSTRUCTIONAL FOR DEVELOPING READINESS FOR WORD RECOGNITION IN 3 HYPOTHETICAL CASES. | 00482023<br>00482024 |
| *FILE | WORD RECOGNITION INSTRUCTIONAL TECHNIQUES EARLY ELEMENTARY | 00482010<br>00482011 |

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| *OBJECTIVES | LEARNER WRITES A LESSON PLAN DESIGNED TO TEACH A SPECIFIC WORD RECOGNITION SKILL TO A SMALL GROUP OF ELEMENTARY SCHOOL CHILDREN. | 00483019<br>00483020<br>00483021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF COMMON ELEMENTS MODULES ON PLANNING. SUCCESSFUL COMPLETION OF PREVIOUS READING MODULES, PARTICULARLY SECTION 475 TO 499 | 00483022<br>00483023<br>00483024 |
| *EXPERIENCE | LEARNER WRITES A LESSON PLAN DISIGNED TO TEACH A SPECIFIC WORD RECOGNITION SKILL TO A SMALL GROUP (3-6) OF CHILDREN AT A GRADE LEVEL OF THE LEARNER'S CHOICE. LEARNER INCORPORATES INTO HIS PLAN MATERIAL FROM PREVIOUS MODULES ON WORD RECOGNITION MATERIALS, PRINCIPLES OF INSTRUCTION, AND SPECIFIC TECHNIQUES, AS WELL AS COMMON ELEMENTS INFORMATION REGARDING PLANNING (OBJECTIVES, ORGANIZATION, ETC.). | 00483011<br>00483012<br>00483013<br>00483014<br>00483015<br>00483016<br>00483017<br>00483018 |
| *SETTING | INDEPENDENT, COLLEGE | 00483010 |
| *MATERIALS | NONE | 00483005 |
| *LEVEL | ALL GRADES | 00483008 |
| *GENERAL | ALL CANDIDATES | 00483007 |
| *HOURS | 3/4 | 00483006 |
| *EVALUATION | LEARNER WRITES A LESSON PLAN IN WHICH HE CORRECTLY INCORPORATES THE CONTENT OF PREVIOUS MODULES REGARDING WORD RECOGNITION INSTRUCTION. | 00483025<br>00483026<br>00483027 |
| *FILE | WORD RECOGNITION PLANNING SMALL GROUP INSTRUCTION | 00483009 |

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| *OBJECTIVES | GIVEN HYPOTHETICAL DIAGNOSIS OF PRIMARY GRADE PUPILS WORD RECOGNITION SKILLS, LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLANS | 00484017<br>00484018<br>00484019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 481 | 00484020<br>00484021 |
| *EXPERIENCE | CANDIDATES FOR PRIMARY GRADE TEACHING LISTEN TO AND DISCUSS WITH INSTRUCTOR PARTICULAR TECHNIQUES FOR TEACHING WORD RECOGNITION SKILLS IN PRIMARY GRADES. EMPHASIS IS ON TECHNIQUES FOR TEACHING SIGHT WORD VOCABULARY, PHONIC SKILLS, AND CONTEXT. | 00484012<br>00484013<br>00484014<br>00484015<br>00484016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), BLANK | 00484011 |

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| *MATERIALS | RESULTS OF HYPOTHETICAL DIAGNOSIS OF WORD RECOGNITION SKILL OF 3 PRIMARY GRADE PUPILS. | 00484005<br>00484006 |
| *LEVEL | GRADES 1-4 | 00484009 |
| *GENERAL | GENERALIST | 00484008 |
| *HOURS | 1/4 | 00484007 |
| *EVALUATION | LEARNER WRITES APPROPRIATE INSTRUCTIONAL FOR DEVELOPING WORD RECOGNITION SKILLS OF 3 HYPOTHETICAL PRIMARY GRADE PUPILS. | 00484022<br>00434023<br>00484024 |
| *FILE | WORD RECOGNITION INSTRUCTIONAL TECHNIQUE PRIMARY | 00484010 |

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| *OBJECTIVES | GIVEN HYPOTHETICAL DIAGNOSIS OF MIDDLE SCHOOL PUPILS* WORD RECOGNITION SKILLS, LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLAN. | 00485017<br>00485018<br>00485019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 481 | 00485020<br>00485021 |
| *EXPERIENCE | CANDIDATES FOR MIDDLE SCHOOL TEACHING LISTEN TO AND DISCUSS WITH INSTRUCTOR PARTICULAR TECHNIQUES FOR TEACHING WORD RECOGNITION SKILLS IN MIDDLE SCHOOL, EMPHASIS IS ON TECHNIQUES FOR TEACHING STRUCTURAL ANALYSIS, DICTIONARY, ETC. | 00485012<br>00485013<br>00485014<br>00485015<br>00485016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00485011 |
| *MATERIALS | RESULTS OF HYPOTHETICAL DIAGNOSIS OF WORD RECOGNITION SKILLS OF MIDDLE GRADE PUPILS. | 00485005<br>00485006 |
| *LEVEL | GRADES 5-8 | 00485009 |
| *GENERAL | GENERALIST | 00485008 |
| *HOURS | 1/4 | 00485007 |
| *EVALUATION | LEARNER CORRECTLY WRITES APPROPRIATE INSTRUCTIONAL PLAN FOR DEVELOPING WORD RECOGNITION SKILLS OF 3 HYPOTHETICAL MIDDLE SCHOOL PUPILS. | 00485022<br>00485023<br>00485024 |
| *FILE | WORD RECOGNITION INSTRUCTIONAL TECHNIQUES MIDDLE SCHOOL | 00485010 |

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| *OBJECTIVES | GIVEN HYPOTHETICAL DIAGNOSES, LEARNER WRITES APPROPRIATE INSTRUCTIONAL TECHNIQUES | 00486018<br>00486019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 481 | 00486020<br>00486021 |
| *EXPERIENCE | CANDIDATES PREPARING TO BE READING SPECIALISTS LISTEN TO AND DISCUSS WITH INSTRUCTOR PARTICULAR TECHNIQUES FOR TEACHING WORD RECOGNITION SKILLS AT ALL LEVELS IN THE ELEMENTARY SCHOOL. | 00486014<br>00486015<br>00486016<br>00486017 |
| *SETTING | SMALL GROUP (1-1. STUDENTS), COLLEGE | 00486013 |
| *MATERIALS | RESULTS OF HYPOTHETICAL DIAGNOSIS OF WORD RECOGNITION SKILLS OF AN EARLY ELEMENTARY PUPIL, A PRIMARY PUPIL, AND A MIDDLE SCHOOL PUPIL. | 00486005<br>00486006<br>00486007 |
| *LEVEL | ALL GRADES | 00486010 |
| *GENERAL | SPECIALIST | 00486009 |
| *HOURS | 1/4 | 00486008 |
| *EVALUATION | LEARNER WRITES APPROPRIATE INSTRUCTIONAL TECHNIQUES FOR DEVELOPING WORD RECOGNITION SKILLS OF AN EARLY ELEMENTARY PUPIL, A PRIMARY PUPIL, AND A MIDDLE SCHOOL PUPIL. | 00486022<br>00486023<br>00486024<br>00486025 |
| *FILE | WORD RECOGNITION INSTRUCTIONAL TECHNIQUES READING SPECIALIST | 00486011<br>00486012 |

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| *OBJECTIVES | GIVEN A LIST OF EARLY ELEMENTARY WORD RECOGNITION SKILLS, LEARNER WRITES ONE INTRINSIC DEVICE AND ONE EXTRINSIC DEVICE FOR MOTIVATING EACH SKILL. | 00487011<br>00487012<br>00487013 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF MOTIVATION MODULES IN COMMON ELEMENTS. SUCCESSFUL COMPLETION OF PREVIOUS READING | 00487014<br>00487015 |

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                MODULES.                                                    00487016
*SETTING        SMALL GROUP (1-12 STUDENTS), COLLEGE                        00487010
*MATERIALS      LIST OF EARLY ELEMENTARY WORD RECOGNITION SKILLS,           00487005
*LEVEL          PRE-SCH-K                                                   00487008
*GENERAL        GENERALIST                                                  00487007
*HOURS          1/4                                                         00487006
*EVALUATION     LEARNER WRITES ONE INTRINSIC AND ONE EXTRINSIC DEVICE FOR   00487017
                MOTIVATING EACH OF SEVERAL WORD RECOGNITION SKILLS.         00487018
                COMMONLY TAUGHT IN EARLY ELEMENTARY GRADES.                 00487019
*FILE           WORD RECOGNITION  MOTIVATION  EARLY ELEM                    00487009
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*OBJECTIVES     GIVEN A LIST OF PRIMARY SCHOOL WORD RECOGNITION SKILLS,     00488017
                LEARNER WRITES ONE INTRINSIC DEVICE AND ONE EXTRINSIC       00488018
                DEVICE FOR MOTIVATING EACH SKILL.                           00488019
*PREREQUISITE   SUCCESSFUL COMPLETION OF MOTIVATION MODULES IN COMMON       00488020
                ELEMENTS.  SUCCESSFUL COMPLETION OF PREVIOUS READING        00488021
                MODULES                                                     00488022
*EXPERIENCE     LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR        00488011
                VARIOUS WAYS OF MOTIVATION + INSTRUCTION OF WORD            00488012
                RECOGNITION INSTRUCTION  AT THE PRIMARY SCHOOL LEVEL,       00488013
                SPECIFIC TECHNIQUES OF INTRINSIC AND EXTRINSIC MOTIVATION   00488014
                ARE DEVELOPED AS THEY RELATE TO THE SPECIFIC WORD           00488015
                RECOGNITION SKILLS TAUGHT IN PRIMARY SCHOOL.                00488016
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                       00488010
*MATERIALS      LIST OF PRIMARY SCHOOL WORD RECOGNITION SKILLS.             00488005
*LEVEL          GRADES 1-4                                                  00488008
*GENERAL        GENERALIST                                                  00488007
*HOURS          1/4                                                         00488006
*EVALUATION     LEARNER WRITES ONE INTRINSIC AND ONE EXTRINSIC DEVICE FOR   00488023
                MOTIVATING EACH OF SEVERAL WORD RECOGNITION SKILLS          00488024
                COMMONLY TAUGHT IN PRIMARY GRADES.                          00488025
*FILE           WORD RECOGNITION  MOTIVATION  PRIMARY SCHOOL                00488009
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*OBJECTIVES     GIVEN A LIST OF MIDDLE SCHOOL WORD RECOGNITION SKILLS,      00489017
                LEARNER WRITES ONE INTRINSIC DEVICE AND ONE EXTRINSIC       00489018
                DEVICE FOR MOTIVATING EACH SKILL.                           00489019
*PREREQUISITE   SUCCESSFUL COMPLETION OF MOTIVATION MODULES IN COMMON       00489020
                ELEMENTS.  SUCCESSFUL COMPLETION OF PREVIOUS READING        00489021
                MODULES.                                                    00489022
*EXPERIENCE     LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR        00489011
                VARIOUS WAYS OF MOTIVATION + INSTRUCTION OF WORD            00489012
                RECOGNITION INSTRUCTION AT THE MIDDLE SCHOOL LEVEL.         00489013
                SPECIFIC TECHNIQUES OF INTRINSIC AND EXTRINSIC MOTIVATION   00489014
                ARE DEVELOPED AS THEY RELATE TO THE SPECIFIC WORD           00489015
                RECOGNITION SKILLS TAUGHT IN MIDDLE SCHOOL.                 00489016
*SETTING        SMALL GROUP (1-11 STUDENTS),  COLLEGE                       00489010
*MATERIALS      LIST OF PRIMARY SCHOOL WORD RECOGNITION SKILLS              00489005
*LEVEL          GRADES 5-8                                                  00489008
*GENERAL        GENERALIST                                                  00489007
*HOURS          1/4                                                         00489006
*EVALUATION     LEARNER WRITES ONE INTRINSIC AND ONE EXTRINSIC DEVICE       00489023
                FOR MOTIVATING EACH OF SEVERAL WORD RECOGNITION SKILLS      00489024
                COMMONLY TAUGHT IN MIDDLE GRADES.                           00489025
*FILE           WORD RECOGNITION  MOTIVATION  MIDDLE SCHOOL                 00489009
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*OBJECTIVES     GIVEN A VARIED LIST OF SCHOOL (ELEMENTARY, PRIMARY AND      00490018
                MIDDLE) SKILLS, LEARNER WRITES ONE INTRINSIC DEVICE AND     00490019
                ONE EXTRINSIC DEVICE FOR MOTIVATING EACH SKILL.             00490020
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*PREREQUISITE SUCCESSFUL COMPLETION OF MOTIVATION MODULES IN COMMON      00490021
              ELEMENTS.  SUCCESSFUL COMPLETION OF PREVIOUS READING       00490022
              MODULES.                                                   00490023
*EXPERIENCE   LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR       00490011
              VARIOUS WAYS OF MOTIVATION + INSTRUCTION OF WORD           00490012
              RECOGNITION INSTRUCTION FOR READING SPECIALIST AT ALL      00490013
              LEVELS.  SPECIFIC TECHNIQUES OF INTRINSIC AND EXTRINSIC    00490014
              MOTIVATION ARE DEVELOPED AS THEY RELATE TO THE SPECIFIC    00490015
              WORD RECOGNITION SKILLS TAUGHT IN EARLY ELEMENTARY SCHOOL, 00490016
              PRIMARY + MIDDLE SCHOOL                                    00490017
*SETTING      SMALL GROUP (1-12 STUDENTS),  COLLEGE                      00490010
*MATERIALS    LIST OF ALL LEVELS WORD RECOGNITION SKILLS.                 00490005
*LEVEL        ALL GRADES                                                 00490008
*GENERAL      SPECIALIST                                                 00490007
*HOURS        1/4                                                        00490006
*EVALUATION   LEARNER WRITES ONE INTRINSIC AND ONE EXTRINSIC DEVICE FOR  00490024
              MOTIVATING EACH OF SEVERAL WORD RECOGNITION SKILLS         00490025
              COMMONLY TAUGHT IN ALL LEVELS.                             00490026
*FILE         WORD RECOGNITION  MOTIVATION  READING SPECIALISTS          00490009
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*OBJECTIVES   GIVEN A LIST OF EARLY ELEMENTARY WORD RECOGNITION SKILLS,  00491020
              LEARNER WRITES ONE INDUCTIVE METHOD AND ONE DEDUCTIVE      00491021
              METHOD FOR DEVELOPING EACH SKILL.                          00491022
*PREREQUISITE SUCCESSFUL COMPLETION OF INSTRUCTIONAL TECHNIQUES MODULES  00491023
              IN COMMON ELEMENTS.  SUCCESSFUL COMPLETION OF PREVIOUS     00491024
              READING MODULES.                                           00491025
*EXPERIENCE   LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR       00491012
              VARIOUS WAYS OF DEVELOPING UNDERSTANDINGS OF WORD          00491013
              RECOGNITION AT EARLY ELEMENTARY LEVEL.  SPECIFIC           00491014
              TECHNIQUES FOR DEVELOPING UNDERSTANDINGS, PRINCIPLES, AND  00491015
              GENERALIZATIONS (SUCH AS INDUCTIVE AND DEDUCTIVE           00491016
              PRESENTATIONS) ARE DEVELOPED AS THEY RELATE TO THE         00491017
              SPECIFIC WORD RECOGNITION SKILLS TAUGHT IN THE EARLY       00491018
              ELEMENTARY SCHOOL.                                         00491019
*SETTING      SMALL GROUP (1-12 STUDENTS),  COLLEGE                      00491011
*MATERIALS    SAME LIST OF EARLY ELEMENTARY WORD RECOGNITION SKILLS USED  00491005
              IN PREVIOUS MODULE                                         00491006
*LEVEL        PRE-SCH-K                                                  00491009
*GENERAL      GENERALIST                                                 00491008
*HOURS        1/4                                                        00491007
*EVALUATION   LEARNER WRITES ONE INDUCTIVE METHOD AND ONE DEDUCTIVE      00491026
              METHOD FOR DEVELOPING UNDERSTANDING OF EACH OF SEVERAL     00491027
              WORD RECOGNITION SKILLS COMMONLY TAUGHT IN EARLY           00491028
              ELEMENTARY GRADES.                                         00491029
*FILE         WORD RECOGNITION  UNDERSTANDINGS  EARLY ELEMENTARY         00491010
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*OBJECTIVES   GIVEN A LIST OF PRIMARY LEVEL WORD RECOGNITION SKILLS,     00492020
              STUDENT WRITES ONE INDUCTIVE METHOD AND ONE DEDUCTIVE      00492021
              METHOD FOR DEVELOPING EACH SKILL.                          00492022
*PREREQUISITE SUCCESSFUL COMPLETION OF INSTRUCTIONAL TECHNIQUES          00492023
              MODULES IN COMMON ELEMENTS.  SUCCESSFUL COMPLETION OF      00492024
              PREVIOUS READING MODULES.                                  00492025
*EXPERIENCE   LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR       00492012
              VARIOUS WAYS OF DEVELOPING UNDERSTANDINGS OF WORD          00492013
              RECOGNITION AT PRIMARY GRADE LEVEL.  SPECIFIC TECHNIQUES   00492014
              FOR DEVELOPING UNDERSTANDINGS, PRINCIPLES, AND             00492015
              GENERALIZATIONS (SUCH AS INDUCTIVE AND DEDUCTIVE           00492016
              PRESENTATIONS) ARE DEVELOPED AS THEY RELATE TO THE         00492017
              SPECIFIC WORD RECOGNITION SKILLS TAUGHT IN THE PRIMARY     00492018
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                LEVEL AT SCHOOL.                                                00492019
*SETTING        SMALL GROUP (1-12 STUDENTS), COLLEGE                            00492011
*MATERIALS      SAME LIST OF PRIMARY LEVEL WORD RECOGNITION SKILLS USED IN       00492005
                PREVIOUS MODULE.                                                00492006
*LEVEL          GRADES 1-4                                                      00492009
*GENERAL        GENERALIST                                                      00492008
*HOURS          1/4                                                             00492007
*EVALUATION     LEARNER WRITES ONE INDUCTIVE METHOD AND ONE DEDUCTIVE           00492026
                METHOD FOR DEVELOPING UNDERSTANDING OF EACH OF SEVERAL          00492027
                WORD RECOGNITION SKILLS COMMONLY TAUGHT IN PRIMARY LEVEL        00492028
                GRADES.                                                         00492029
*FILE          WORD RECOGNITION  UNDERSTANDINGS  PRIMARY SCHOOL                 00492010
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*OBJECTIVES     GIVEN A LIST OF MIDDLE SCHOOL WORD RECOGNITION SKILLS,          00493019
                LEARNER WRITES ONE INDUCTIVE METHOD AND ONE DEDUCTIVE           00493020
                METHOD FOR DEVELOPING EACH SKILL.                               00493021
*PREREQUISITE   SUCCESSFUL COMPLETION OF INSTRUCTIONAL TECHNIQUES MODULES       00493022
                IN COMMON ELEMENTS.  SUCCESSFUL COMPLETION OF PREVIOUS          00493023
                READING MODULES.                                                00493024
*EXPERIENCE     LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR            00493012
                VARIOUS WAYS OF DEVELOPING UNDERSTANDINGS OF WORD               00493013
                RECOGNITION AT MIDDLE SCHOOL LEVEL.  SPECIFIC TECHNIQUES        00493014
                FOR DEVELOPING UNDERSTANDINGS, PRINCIPLES, AND                  00493015
                GENERALIZATIONS (SUCH AS INDUCTIVE AND DEDUCTIVE                00493016
                PRESENTATION) ARE DEVELOPED AS THEY RELATE TO THE SPECIFIC      00493017
                WORD RECOGNITION SKILLS TAUGHT IN THE MIDDLE SCHOOL.            00493018
*SETTING        SMALL GROUP (1-12 STUDENTS), COLLEGE                            00493011
*MATERIALS      SAME LIST OF MIDDLE SCHOOL WORD RECOGNITION SKILLS USED IN       00493005
                PREVIOUS MODULE.                                                00493006
*LEVEL          GRADES 5-8                                                      00493009
*GENERAL        GENERALIST                                                      00493008
*HOURS          1/4                                                             00493007
*EVALUATION     LEARNER WRITES ONE INDUCTIVE METHOD AND ONE DEDUCTIVE           00493025
                METHOD FOR DEVELOPING UNDERSTANDING OF EACH OF SEVERAL          00493026
                WORD RECOGNITION SKILLS COMMONLY TAUGHT IN MIDDLE SCHOOL        00493027
                GRADES                                                          00493028
*FILE          WORD RECOGNITION  UNDERSTANDINGS  MIDDLE SCHOOL                  00493010
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*OBJECTIVES     GIVEN A LIST OF DIFFERENT WORD RECOGNITION SKILLS FOR ALL       00494020
                LEVELS OF SCHOOLING LEARNER WRITES ONE INDUCTIVE METHOD         00494021
                AND ONE DEDUCTIVE METHOD FOR DEVELOPING EACH SKILL.             00494022
*PREREQUISITE   SUCCESSFUL COMPLETION OF INSTRUCTIONAL TECHNIQUES MODULES       00494023
                IN COMMON ELEMENTS.  SUCCESSFUL COMPLETION OF PREVIOUS          00494024
                READING MODULES.                                                00494025
*EXPERIENCE     LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR            00494012
                VARIOUS WAYS OF DEVELOPING UNDERSTANDINGS OF WORD               00494013
                RECOGNITION FOR READING SPECIALISTS AT ALL LEVELS.              00494014
                SPECIFIC TECHNIQUES FOR DEVELOPING UNDERSTANDINGS,              00494015
                PRINCIPLES, AND GENERALIZATIONS (SUCH AS INDUCTIVE AND          00494016
                DEDUCTIVE PRESENTATIONS) ARE DEVELOPED AS THEY RELATE TO        00494017
                THE SPECIFIC WORD RECOGNITION SKILLS TAUGHT IN ALL LEVELS       00494018
                OF SCHOOLING.                                                   00494019
*SETTING        SMALL GROUP (1-12 STUDENTS), COLLEGE                            00494011
*MATERIALS      SAME LIST OF WORD RECOGNITION SKILLS USED IN PREVIOUS           00494005
                MODULE.                                                         00494006
*LEVEL          ALL GRADES                                                      00494009
*GENERAL        SPECIALIST                                                      00494008
*HOURS          1/4                                                             00494007
*EVALUATION     LEARNER WRITES ONE INDUCTIVE METHOD AND ONE DEDUCTIVE           00494026
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| | METHOD FOR DEVELOPING UNDERSTANDING OF EACH OF SEVERAL | 0049402/ |
| | WORD RECOGNITION SKILLS COMMONLY TAUGHT IN ALL LEVELS OF | 00494028 |
| | SCHOOLING GRADES. | 00494029 |
| *FILE | WORD RECOGNITION UNDERSTANDINGS READING SPECIALISTS | 00494010 |

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|---|---|---|
| *OBJECTIVES | GIVEN A LIST OF EARLY ELEMENTARY WORD RECOGNITION SKILLS, | 0049501/ |
| | LEARNER WRITES (DESCRIBES) HOW PRINCIPLES OF PRACTICE | 00495018 |
| | WOULD BE APPLIED TO THE TEACHING OF EACH SKILL. | 00495019 |
| *PREREQUISITE | BLANK | 00495020 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR THE | 00495011 |
| | PRINCIPLES OF SKILL DEVELOPMENT AND PRACTICE (CLOSE | 00495012 |
| | SUPERVISION, BRIEF-INTENSIVE SESSIONS, IMMEDIATE FEED | 00495013 |
| | BACK, ETC.) SPECIFIC ILLUSTRATIONS OF GOOD PRACTICE | 00495014 |
| | SESSIONS ARE PROVIDED AS THEY RELATE TO SPECIFIC WORD | 00495015 |
| | RECOGNITION SKILLS TAUGHT IN THE EARLY ELEMENTARY GRADES. | 00495016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00495010 |
| *MATERIALS | LIST OF EARLY ELEMENTARY WORD RECOGNITION SKILLS. | 00495005 |
| *LEVEL | PRE-SCH-K | 00495008 |
| *GENERAL | GENERALIST | 00495007 |
| *HOURS | 1/4 | 00495006 |
| *EVALUATION | LEARNER DESCRIBES (WRITES) HOW PRINCIPLES OF PRACTICE | 00495021 |
| | CAN BE APPLIED TO THE TEACHING OF EACH OF SEVERAL WORD | 00495022 |
| | RECOGNITION SKILLS TAUGHT IN EARLY ELEMENTARY GRADES. | 00495023 |
| *FILE | WORD RECOGNITION SKILL DEVELOPMENT EARLY ELEM | 00495009 |

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|---|---|---|
| *OBJECTIVES | GIVEN A LIST OF PRIMARY SCHOOL LEVEL WORD RECOGNITION | 0049601/ |
| | SKILLS, LEARNER WRITES (DESCRIBES) HOW PRINCIPLES OF | 00496018 |
| | PRACTICE WOULD BE APPLIED TO THE TEACHING OF EACH SKILL. | 00496019 |
| *PREREQUISITE | BLANK | 00496020 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR THE | 00496011 |
| | PRINCIPLES OF SKILL DEVELOPMENT AND PRACTICE (CLOSE | 00496012 |
| | SUPERVISION, BRIEF-INTENSIVE SESSIONS, IMMEDIATE FEED BACK | 00496013 |
| | ETC.). SPECIFIC ILLUSTRATIONS OF GOOD PRACTICE SESSIONS | 00496014 |
| | ARE PROVIDED AS THEY RELATE TO SPECIFIC WORD RECOGNITION | 00496015 |
| | SKILLS TAUGHT IN THE PRIMARY LEVEL GRADES. | 00496016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00496010 |
| *MATERIALS | LIST OF PRIMARY LEVEL WORD RECOGNITION SKILLS. | 00496005 |
| *LEVEL | GRADES 1-4 | 00496008 |
| *GENERAL | GENERALIST | 00496007 |
| *HOURS | 1/4 | 00496006 |
| *EVALUATION | LEARNER DESCRIBES (WRITES) HOW PRINCIPLES OF PRACTICES CAN | 00496021 |
| | BE APPLIED TO THE TEACHING OF EACH OF SEVERAL WORD | 00496022 |
| | RECOGNITION SKILLS TAUGHT IN PRIMARY SCHOOL GRADES. | 00496023 |
| *FILE | WORD RECOGNITION SKILL DEVELOPMENT PRIMARY LEVEL | 00496009 |

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|---|---|---|
| *OBJECTIVES | GIVEN A LIST OF EARLY ELEMENTARY WORD RECOGNITION SKILLS | 0049701/ |
| | LEARNER WRITES (DESCRIBES) HOW PRINCIPLES OF PRACTICE | 00497018 |
| | WOULD BE APPLIED TO THE TEACHING OF EACH SKILL. | 00497019 |
| *PREREQUISITE | BLANK | 00497020 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR THE | 00497011 |
| | PRINCIPLES OF SKILL DEVELOPMENT AND PRACTICE (CLOSE | 00497012 |
| | SUPERVISION, BRIEF-INTENSIVE SESSIONS, IMMEDIATE FEED BACK | 00497013 |
| | ETC.). SPECIFIC ILLUSTRATION OF GOOD PRACTICE SESSIONS | 00497014 |
| | ARE PROVIDED AS THEY RELATE TO SPECIFIC WORD RECOGNITION | 00497015 |
| | SKILLS TAUGHT IN THE MIDDLE SCHOOL GRADES. | 00497016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00497010 |
| *MATERIALS | LIST OF MIDDLE SCHOOL WORD RECOGNITION SKILLS. | 00497005 |
| *LEVEL | GRADES 5-8 | 00497008 |

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| *GENERAL | GENERALIST | 00497007 |
| *HOURS | 1/4 | 00497006 |
| *EVALUATION | LEARNER DESCRIBES (WRITES) HOW PRINCIPLES OF PRACTICE CAN BE APPLIED TO THE TEACHING OF EACH OF SEVERAL WORD RECOGNITION SKILLS TAUGHT IN MIDDLE SCHOOL GRADES. | 00497021<br>00497022<br>00497023 |
| *FILE | WORD RECOGNITION SKILL DEVELOPMENT MIDDLE SCHOOL | 00497009 |

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| *OBJECTIVES | GIVEN A LIST OF EARLY ELEMENTARY WORD RECOGNITION SKILLS, LEARNER WRITES (DESCRIBES) HOW PRINCIPLES OF PRACTICE WOULD BE APPLIED TO THE TEACHING OF EACH SKILL. | 00498017<br>00498018<br>00498019 |
| *PREREQUISITE | BLANK | 00498020 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR THE PRINCIPLES OF SKILL DEVELOPMENT AND PRACTICE (CLOSE SUPERVISION, BRIEF-INTENSIVE SESSIONS, IMMEDIATE FEED BACK RTS.). SPECIFIC ILLUSTRATION OF GOOD PRACTICE SESSIONS ARE PROVIDED AS THEY RELATE TO SPECIFIC WORD RECOGNITION SKILLS TAUGHT FOR READING SPECIALISTS AT ALL GRADE LEVELS. | 00498011<br>00498012<br>00498013<br>00498014<br>00498015<br>00498016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00498010 |
| *MATERIALS | LIST OF WORD RECOGNITION SKILLS FOR ALL GRADE LEVELS | 00498005 |
| *LEVEL | ALL GRADES | 00498008 |
| *GENERAL | SPECIALIST | 00498007 |
| *HOURS | 1/4 | 00498006 |
| *EVALUATION | LEARNER DESCRIBES (WRITES) HOW PRINCIPLES OF PRACTICE CAN BE APPLIED TO THE TEACHING OF EACH OF SEVERAL WORD RECOGNITION SKILLS TAUGHT IN ALL GRADE LEVELS. | 00498021<br>00498022<br>00498023 |
| *FILE | WORD RECOGNITION SKILL DEVELOPMENT READING SPECIALISTS | 00498009 |

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| | RECOGNITION AND LISTS TEACHING TECHNIQUES WHICH ARE TO BE AVOIDED. | 00499025<br>00499026 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00499027 |
| *EXPERIENCE | LEARNER VIEWS 2 FILMS. ONE SHOWS SEVERAL TEACHERS USING SOUND TEACHING TECHNIQUES IN TUTORIAL SITUATIONS WITH PUPILS HAVING VARIOUS COMMON WORD RECOGNITION DIFFICULTIES. THE SECOND FILM SHOWS SAME TEACHERS USING ALTERNATE, LESS DESIRABLE TECHNIQUES TO TEACH THE SAME CHILDREN. PRINCIPLES OF SOUND WORD RECOGNITION INSTRUCTION (SUCH AS USING INDUCTIVE TECHNIQUES, PROCEEDING FROM AUDITORY TO VISUAL SYMBOLS, ETC.) ARE DEVELOPED, AND LESS DESIRABLE TECHNIQUES (ISOLATING CONSONANT SOUNDS, TEACHING LITTLE WORDS IN BIG WORDS, ETC) ARE IDENTIFIED. | 00499014<br>00499015<br>00499016<br>00499017<br>00499018<br>00499019<br>00499020<br>00499021<br>00499022<br>00499023<br>00499024 |
| *SETTING | LARGE GROUP, COLLEGE | 00499013 |
| *MATERIALS | ONE FILM WHICH DEVELOPS SOUND TEACHING TECHNIQUES AND A SECOND FILM WHICH SHOWS LESS DESIRABLE TECHNIQUES FOR TEACHING SAME SKILL. | 00499005<br>00499006<br>00499007 |
| *LEVEL | ALL GRADES | 00499010 |
| *GENERAL | ALL CANDIDATES | 00499009 |
| *HOURS | 3/4 | 00499008 |
| *EVALUATION | LEARNER CORRECTLY LISTS 5 SOUND TECHNIQUES FOR TEACHING WORD RECOGNITION AND 5 TECHNIQUES WHICH ARE TO BE AVOIDED. | 00499028<br>00499029 |
| *FILE | WORD RECOGNITION INSTRUCTIONAL TECHNIQUES TUTORIAL SITUATIONS | 00499011<br>00499012 |

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| *OBJECTIVES | LEARNER DIAGNOSES THE WORD RECOGNITION NEEDS OF ONE EARLY ELEMENTARY SCHOOL CHILD AND USES THE DIAGNOSIS TO TEACH THE CHILD ONE WORD RECOGNITION SKILL. | 00500014<br>00500015<br>00500016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY CLINICAL MODULES. | 00500017<br>00500018 |

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*EXPERIENCE   LEARNER DIAGNOSES THE WORD RECOGNITION NEEDS OF ONE EARLY  00500011
              ELEMENTARY SCHOOL CHILD AND USES THE RESULTS OF THAT       00500012
              DIAGNOSIS TO TEACH THE CHILD ONE WORD RECOGNITION SKILL.   00500013
*SETTING      OTHER (SPECIFY) TUTORIAL, SCHOOL                          00500010
*MATERIALS    NONE                                                      00500005
*LEVEL        PRE-SCH,-K                                                00500008
*GENERAL      GENERALIST                                                00500007
*HOURS        2                                                         00500006
*EVALUATION   LEARNER ACCURATELY DETERMINES PUPIL*S WORD RECOGNITION     00500019
              NEEDS AND APPLIES PRINCIPLES AT PREVIOUS MODULES IN        00500020
              TEACHING A WORD RECOGNITION SKILL TO THE CHILD.            00500021
*FILE         WORD RECOGNITION  CLINICAL  EARLY ELEM                    00500009
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*OBJECTIVES   LEARNER DIAGNOSES THE WORD RECOGNITION NEEDS OF ONE        00501014
              PRIMARY SCHOOL CHILD AND USES THE DIAGNOSIS TO TEACH THE   00501015
              CHILD ONE WORD RECOGNITION SKILL.                          00501016
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY    00501017
              CLINICAL MODULES.                                          00501018
*EXPERIENCE   LEARNER DIAGNOSES THE WORD RECOGNITION NEEDS OF ONE        00501011
              PRIMARY SCHOOL CHILD AND USES THE RESULTS OF THAT          00501012
              DIAGNOSIS TO TEACH THE CHILD ONE WORD RECOGNITION SKILLS.  00501013
*SETTING      OTHER (SPECIFY) TUTORIAL, SCHOOL                          00501010
*MATERIALS    NONE                                                      00501005
*LEVEL        GRADES 1-4                                                00501008
*GENERAL      GENERALIST                                                00501007
*HOURS        2                                                         00501006
*EVALUATION   LEARNER ACCURATELY DETERMINES PUPIL*S WORD RECOGNITION     00501019
              NEEDS AND APPLIES PRINCIPLES AT PREVIOUS MODULES IN        00501020
              TEACHING A WORD RECOGNITION SKILL TO THE CHILD.            00501021
*FILE         WORD RECOGNITION  CLINICAL  PRIMARY SCHOOL                00501009
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*OBJECTIVES   LEARNER DIAGNOSES THE WORD RECOGNITION NEEDS OF ONE        00502014
              MIDDLE SCHOOL CHILD AND USES THE DIAGNOSIS TO TEACH THE    00502015
              CHILD ONE WORD RECOGNITION SKILL.                          00502016
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY    00502017
              CLINICAL MODULES.                                          00502018
*EXPERIENCE   LEARNER DIAGNOSES THE WORD RECOGNITION NEEDS OF ONE        00502011
              MIDDLE SCHOOL CHILD AND USES THE RESULTS OF THAT DIAGNOSIS 00502012
              TO TEACH THE CHILD ONE WORD RECOGNITION SKILL.             00502013
*SETTING      OTHER (SPECIFY) TUTORIAL, SCHOOL                          00502010
*MATERIALS    NONE                                                      00502005
*LEVEL        GRADES 5-8                                                00502008
*GENERAL      GENERALIST                                                00502007
*HOURS        2                                                         00502006
*EVALUATION   LEARNER ACCURATELY DETERMINES PUPIL*S WORD RECOGNITION     00502019
              NEEDS AND APPLIES PRINCIPLES AT PREVIOUS MODULES IN        00502020
              TEACHING A WORD RECOGNITION SKILL TO THE CHILD.            00502021
*FILE         WORD RECOGNITION  CLINICAL  MIDDLE SCHOOL                 00502009
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*OBJECTIVES   LEARNER DIAGNOSES THE WORD RECOGNITION NEEDS OF ONE EARLY  00503018
              ELEMENTARY, ONE PRIMARY, AND ONE MIDDLE SCHOOL PUPIL AND   00503019
              USES ONE OF THE DIAGNOSES TO TEACH ONE CHILD A WORD        00503020
              RECOGNITION SKILL.                                         00503021
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                 00503022
*EXPERIENCE   READING SPECIALISTS DIAGNOSE THE WORD RECOGNITION NEED OF  00503011
              THREE PUPILS (ONE EARLY ELEMENTARY, ONE PRIMARY, AND ONE   00503012
              MIDDLE SCHOOL). LEARNER RECOMMENDS APPROPRIATE             00503013
              INSTRUCTION FOR EACH ON THE BASIS OF THE DIAGNOSIS, THEN   00503014
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| | SELECTS ONE OF THE PUPILS AND FOLLOWS HIS OWN | 00503015 |
| | RECOMMENDATION TO TEACH THE CHILD ONE WORD RECOGNITION | 00503016 |
| | SKILL. | 00503017 |
| *SETTING | OTHER (SPECIFY) TUTORIAL, SCHOOL | 00503010 |
| *MATERIALS | NONE | 00503005 |
| *LEVEL | ALL GRADES | 00503008 |
| *GENERAL | SPECIALIST | 00503007 |
| *HOURS | 3 1/2 | 00503006 |
| *EVALUATION | LEARNER ACCURATELY DETERMINES THE WORD RECOGNITION NEEDS | 00503023 |
| | OF ALL THREE PUPILS AND APPLIES PRINCIPLES OF PREVIOUS | 00503024 |
| | MODULES IN TEACHING A WORD RECOGNITION SKILL TO ONE OF | 00503025 |
| | THE CHILDREN. | 00503026 |
| *FILE | WORD RECOGNITION CLINICAL READING SPECIALIST | 00503009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS RELATING TO EARLY | 00504019 |
| | ELEMENTARY ELEMENTARY WORD RECOGNITION INSTRUCTION WHICH | 00504020 |
| | GO BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES. | 00504021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00504022 |
| *EXPERIENCE | AS THEY COMPLETE CLINICAL EXPERIENCES, EARLY ELEMENTARY | 00504011 |
| | CANDIDATES MEET IN SEMINAR AND ENGAGE IN DISCUSSION AND | 00504012 |
| | INDIVIDUAL LIBRARY RESEARCH REGARDING WORD RECOGNITION | 00504013 |
| | INSTRUCTION WHICH GOES BEYOND PREVIOUS MODULES. TOPICS | 00504014 |
| | CHOSEN BY THE LEARNER, UNDER GUIDANCE OF INSTRUCTOR, ON | 00504015 |
| | BASIS OF NEEDS AND INTERESTS OF LEARNER. SAMPLE TOPIC FOR | 00504016 |
| | EARLY ELEMENTARY: VALIDITY OF NEW PERCEPTUAL MATERIAL | 00504017 |
| | (SUCHES FROSTIG) FOR TEACHING WORD RECOGNITION SKILLS. | 00504018 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00504010 |
| *MATERIALS | NONE | 00504005 |
| *LEVEL | PRE-SCH.-K | 00504008 |
| *GENERAL | GENERALIST | 00504007 |
| *HOURS | 1 1/2 | 00504006 |
| *EVALUATION | LEARNER SPEAK TO THE TOPIC AT LEAST ONCE DURING EACH | 00504023 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00504024 |
| *FILE | WORD RECOGNITION SEMINAR EARLY ELEM | 00504009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS RELATING TO PRIMARY | 00505019 |
| | SCHOOL WORD RECOGNITION INSTRUCTION WHICH GO BEYOND SCOPE | 00505020 |
| | AND DEPTH OF PREVIOUS MODULES. | 00505021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00505022 |
| *EXPERIENCE | AS THEY COMPLETE CLINICAL EXPERIENCES, PRIMARY SCHOOL | 00505011 |
| | CANDIDATES MEET IN SEMINAR AND ENGAGE IN DISCUSSION AND | 00505012 |
| | INDIVIDUAL LIBRARY RESEARCH REGARDING WORD RECOGNITION | 00505013 |
| | INSTRUCTION WHICH GOES BEYOND PREVIOUS MODULES. TOPICS | 00505014 |
| | CHOSEN BY THE LEARNER, UNDER GUIDANCE OF INSTRUCTOR, ON | 00505015 |
| | BASIS OF NEEDS AND INTERESTS OF LEARNER. SAMPLE TOPIC FOR | 00505016 |
| | PRIMARY SCHOOL THE ROLE OF RULES IN WORD RECOGNITION | 00505017 |
| | INSTRUCTION. | 00505018 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00505010 |
| *MATERIALS | NONE | 00505005 |
| *LEVEL | GRADES 1-4 | 00505008 |
| *GENERAL | GENERALIST | 00505007 |
| *HOURS | 1 1/2 | 00505006 |
| *EVALUATION | LEARNER SPEAK TO THE TOPIC AT LEAST ONCE DURING EACH | 00505023 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00505024 |
| *FILE | WORD RECOGNITION SEMINAR PRIMARY SCHOOL | 00505009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS RELATING TO MIDDLE SCHOOL WORD RECOGNITION INSTRUCTION WHICH GO BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES. | 00506020<br>00506021<br>00506022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00506023 |
| *EXPERIENCE | AS THEY COMPLETE CLINICAL EXPERIENCES, MIDDLE SCHOOL CANDIDATES MEET IN SEMINAR AND ENGAGE IN DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH REGARDING WORD RECOGNITION INSTRUCTION WHICH GOES BEYOND PREVIOUS MODULES. TOPICS CHOSEN BY THE LEARNER, UNDER GUIDANCE OF INSTRUCTOR, ON BASIS OF NEEDS AND INTERESTS OF LEARNER, SAMPLE TOPIC FOR MIDDLE SCHOOL: COMPARISON OF PHONETIC SPELLINGS USED BY VARIOUS DICTIONARIES WITH IMPLICATIONS FOR MIDDLE SCHOOL READING INSTRUCTION. | 00506011<br>00506012<br>00506013<br>00506014<br>00506055<br>00506016<br>00506017<br>00506018<br>00506019 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00506010 |
| *MATERIALS | NONE | 00506005 |
| *LEVEL | GRADES 5-8 | 00506008 |
| *GENERAL | GENERALIST | 00506007 |
| *HOURS | 1 1/2 | 00506006 |
| *EVALUATION | LEARNER SPEAK TO THE TOPIC AT LEAST ONCE DURING EACH SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00506024<br>00506025 |
| *FILE | WORD RECOGNITION SEMINAR MIDDLE SCHOOL | 00506009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS RELATING TO ALL LEVELS OF SCHOOLING RELATED TO WORD RECOGNITION INSTRUSTION WHICH GO BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES. | 00507020<br>00507021<br>00507022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00507023 |
| *EXPERIENCE | AS THEY COMPLETE CLINICAL EXPERIENCES, READING SPECIALISTS CANDIDATES MEET IN SEMINAR AND ENGAGE IN DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH REGARDING WORD RECOGNITION INSTRUCTION WHICH GOES BEYOND PREVIOUS MODULES. TOPICS CHOSEN BY THE LEARNER, UNDER GUIDANCE OF INSTRUCTOR, ON BASIS OF NEEDS AND INTERESTS OF LEARNER, SAMPLE TOPIC FOR READING SPECIALISTS: APPROACHES TO WORD RECOGNITION INSTRUCTION APPROPRIATE FOR UNIQUE DIFFICULTIES IN WORD RECOGNITION (EXAMPLE: FERNALD-S-KINESTHETIC APPROACH. | 00507011<br>00507012<br>00507013<br>00507014<br>00507015<br>00507016<br>00507017<br>00507018<br>00507019 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00507010 |
| *MATERIALS | NONE | 00507005 |
| *LEVEL | ALL GRADES | 00507008 |
| *GENERAL | SPECIALIST | 00507007 |
| *HOURS | 1 1/2 | 00507006 |
| *EVALUATION | LEARNER SPEAK TO THE TOPIC AT LEAST ONCE DURING EACH SEMINAR DISUCSSION OF WHICH HE IS A PART. | 00507024<br>00507025 |
| *FILE | WORD RECOGNITION SEMINAR READING SPECIALISTS | 00507009 |

## PART III

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| *OBJECTIVES | WHEN GIVEN HYPOTHETICAL DATA CONCERNING A PUPIL'S INTELLIGENCE AND INTERESTS, LEARNER PREDICTS PUPIL'S SUCCESS IN COMPREHENDING SPECIFIC READING SELECTION. | 00508014<br>00508015<br>00508016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF MODULES IN SECTION I AND SECTION II. | 00508017<br>00508018 |
| *EXPERIENCE | LEARNERS VIEW VIDEO-TAPED LECTURE IN WHICH INTELLIGENCE AND MOTIVATION ARE DEVELOPED AS PRIME DETERMINANTS OF SUCCESSFUL COMPREHENSION. | 00508011<br>00508012<br>00508013 |
| *SETTING | LARGE GROUP, COLLEGE | 00508010 |
| *MATERIALS | VIDEO-TAPED LECTURE. | 00508005 |
| *LEVEL | ALL GRADES | 00508008 |
| *GENERAL | ALL CANDIDATES | 00508007 |
| *HOURS | 1/4 | 00508006 |
| *EVALUATION | LEARNER CORRECTLY PREDICTS THE COMPREHENSION SUCCESS OF 3 ELEMENTARY PUPILS WHEN PROVIDED WITH INTELLIGENCE AND INTEREST DATA ON THESE PUPILS. | 00508019<br>00508020<br>00508021 |
| *FILE | READING COMPREHENSION INTELLIGENCE MOTIVATION | 00508009 |

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| *OBJECTIVES | GIVEN HYPOTHETICAL DATA CONCERNING CHILD≠S ABILITY TO THINK ABSTRACTLY AND HIS EXPERIENCE BACKGROUND, LEARNER PREDICTS PUPIL≠S SUCCESS IN COMPREHENDING SPECIFIC READING SELECTION. | 00509015<br>00509016<br>00509017<br>00509018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES AND OF LINGUISTICS COURSE. | 00509019<br>00509020 |
| *EXPERIENCE | LEARNERS VIEW A FILM IN WHICH THE NATURE OF COMPREHENSION IS DEVELOPED, WITH EMPHASIS BEING PLACED UPON THE ABSTRACTNESS OF LANGUAGE AND UPON THE RELATIONSHIP BETWEEN COMPREHENSION AND EXPERIENCE. | 00509011<br>00509012<br>00509013<br>00509014 |
| *SETTING | LARGE GROUP, COLLEGE | 00509010 |
| *MATERIALS | FILM ON THE NATURE OF COMPREHENSION. | 00509005 |
| *LEVEL | ALL GRADES | 00509008 |
| *GENERAL | ALL CANDIDATES | 00509007 |
| *MODES | 1/3 | 00509006 |
| *EVALUATION | LEARNER CORRECTLY PREDICTS THE COMPREHENSION SUCCESS OF 3 ELEMENTARY PUPILS WHEN PROVIDED WITH DATA CONCERNING EACH CHILD≠S ABILITY TO THINK ABSTRACTLY AND EACH CHILD≠S EXPERIENCE. | 00509021<br>00509022<br>00509023<br>00509024 |
| *FILE | READING COMPREHENSION LANGUAGE EXPERIENCE | 00509009 |

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| *OBJECTIVES | GIVEN A FILM CLIP OF A PUPIL READING AND RESPONDING TO QUESTIONS, LEARNER IDENTIFIES QUESTIONS AS LITERAL, INFERENTIAL, OR CRITICAL; AND WRITES QUESTIONS, TO ACCOMPANY THE READING SELECTION WHICH WOULD BE LITERAL, INFERENTIAL, AND CRITICAL. | 00510021<br>00510022<br>00510023<br>00510024<br>00510025 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00510026 |
| *EXPERIENCE | LEARNERS VIEW A FILM IN WHICH ELEMENTARY SCHOOL PUPILS ARE SHOWN COMPREHENDING THEIR READING ON A LITERAL LEVEL, AN INFERANTIAL LEVEL, AND A CRITICAL LEVEL. FILM DEVELOPS CRITERIA FOR IDENTIFYING LITERAL, INFERENTIAL, AND CRITICAL COMPREHENSION AND DEVELOPS A RATIONALE FOR TEACHING EACH TYPE OF COMPREHENSION SKILL IN THE ELEMENTARY SCHOOL. | 00510014<br>00510015<br>00510016<br>00510017<br>00510018<br>00510019<br>00510020 |
| *SETTING | LARGE GROUP, COLLEGE | 00510013 |
| *MATERIALS | FILM ON LITERAL, INFERENTIAL, AND CRITICAL COMPREHENSION. FILM CLIPS OF THREE CHILDREN READING AND RESPONDING TO QUESTIONS. | 00510005<br>00510006<br>00510007 |
| *LEVEL | ALL GRADES | 00510010 |
| *GENERAL | ALL CANDIDATES | 00510009 |
| *MODES | 1/3 | 00510008 |
| *EVALUATION | LEARNER VIEWS 3 FILM CLIPS OF PUPILS READING AND RESPONDING TO QUESTIONS. HE IDENTIFIES EACH QUESTION ASKED AS BEING LITERAL, CRITICAL, OR INFERENTIAL; AND HE WRITES ONE LITERAL QUESTION, ONE INFERENTIAL QUESTION AND ONE CRITICAL QUESTION WHICH COULD HAVE BEEN ASKED IN EACH FILM CLIP. | 00510027<br>00510028<br>00510029<br>00510030<br>00510031<br>00510032 |
| *FILE | READING COMPREHENSION LEVELS OF COMPREHENSION QUESTIONING | 00510011<br>00510012 |

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| *OBJECTIVES | LEARNER LISTS THE UNITS OF LITERAL, INFERENTIAL, AND CRITICAL COMPREHENSION. | 00511017<br>00511018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00511019 |
| *EXPERIENCE | LEARNER VIEWS FILM WHICH DEVELOPS THE UNITS OF LITERAL COMPREHENSION (WORDS, PHRASES, SENTENCES, PARAGRAPHS, ETC) INFERENTIAL COMPREHENSION (CONNOTATIVE LANGUAGE, ETC.), AND CRITICAL COMPREHENSION (DISTINGUISHING FACT FROM | 00511012<br>00511013<br>00511014<br>00511015 |

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| | OPINION, RECOGNIZING PROPAGANDA, ETC.). | 00511016 |
| *SETTING | LARGE GROUP, COLLEGE | 00511011 |
| *MATERIALS | FILM ON THE UNITS OF COMPREHENSION. | 00511005 |
| *LEVEL | ALL GRADES | 00511008 |
| *GENERAL | ALL CANDIDATES | 00511007 |
| *HOURS | 1/4 | 00511006 |
| *EVALUATION | LEARNER CORRECTLY LISTS THE UNITS OF LITERAL, INFERENTIAL, AND CRITICAL COMPREHENSION. | 00511020<br>00511021 |
| *FILE | READING COMPREHENSION UNITS OF COMPREHENSION FILM ANALYSIS | 00511009<br>00511010 |

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| *OBJECTIVES | LEARNER LISTS THE SKILLS TO BE TAUGHT IN LITERAL, INFERENTIAL, AND CRITICAL COMPREHENSION. | 00512019<br>00512020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00512021 |
| *EXPERIENCE | LEARNER VIEWS A FILM WHICH DEVELOPS THE GOALS OF COMPREHENSION INSTRUCTION IN TERMS OF SPECIFIC SKILLS TO BE TAUGHT LITERAL: READING FOR MAIN IDEAS, DETAILS, SEQUENCE, ETC.; INFERENTIAL: IMPLIED MEANINGS, READING BETWEEN LINES, PREDICTING OUTCOMES, ETC.; CRITICAL: EVALUATING WRITER BIAS, JUDGING SOURCES, ETC.). | 00512013<br>00512014<br>00512015<br>00512016<br>00512017<br>00512018 |
| *SETTING | LARGE GROUP, COLLEGE | 00512012 |
| *MATERIALS | FILM ON SKILLS TO BE TAUGHT IN LITERAL, INFERENTIAL, AND CRITICAL COMPREHENSION. | 00512005<br>00512006 |
| *LEVEL | ALL GRADES | 00512009 |
| *GENERAL | ALL CANDIDATES | 00512008 |
| *HOURS | 1/4 | 00512007 |
| *EVALUATION | LEARNER CORRECTLY LISTS 5 SKILLS TO BE TAUGHT AS PART OF LITERAL, INFERENTIAL, AND CRITICAL COMPREHENSION. | 00512022<br>00512023 |
| *FILE | READING COMPREHENSION COMPREHENSION SKILLS FILM ANALYSIS | 00512010<br>00512011 |

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| *OBJECTIVES | GIVEN A READING SELECTION INTENDED FOR A SPECIFIC AGE LEVEL CHILD, LEARNER IDENTIFIES THE SPECIAL DIFFICULTIES OF COMPREHENSION IN THE SELECTION. | 00513017<br>00513018<br>00513019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF LINGUISTICS COURSE, COMMUNICATION COURSE, AND PREVIOUS READING MODULES. | 00513020<br>00513021 |
| *EXPERIENCE | LEARNER VIEWS FILM WHICH DEVELOPS SPECIAL LEARNING DIFFICULTIES OF COMPREHENSION (LEVELS OF ABSTRACTION IN VOCABULARY, IMPLIED MEANINGS OF CERTAIN WORDS, DIFFERENCES IN INTONATION PATTERNS, ETC.). | 00513013<br>00513014<br>00513015<br>00513016 |
| *SETTING | LARGE GROUP, COLLEGE | 00513012 |
| *MATERIALS | FILM ON SPECIAL LEARNING DIFFICULTIES OF COMPREHENSION. THREE READING SELECTIONS, ONE FOR EARLY ELEM, ONE FOR PRIMARY, AND ONE FOR MIDDLE SCHOOL. | 00513005<br>00513006<br>00513007 |
| *LEVEL | ALL GRADES | 00513010 |
| *GENERAL | ALL CANDIDATES | 00513009 |
| *HOURS | 1/4 | 00513008 |
| *EVALUATION | LEARNER CORRECTLY IDENTIFIES 3 SPECIAL COMPREHENSION DIFFICULTIES CONTAINED IN AN EARLY ELEM READING SELECTION, A PRIMARY READING SELECTION, AND A MIDDLE SCHOOL READING SELECTION. | 00513022<br>00513023<br>00513024<br>00513025 |
| *FILE | READING COMPREHENSION LANGUAGE LEARNING DIFFICULTIES | 00513011 |

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| *OBJECTIVES | LEARNER LISTS COMPREHENSION DIFFICULTIES ASSOCIATED WITH FUNCTIONAL AND RECREATIONAL READING. | 00514017<br>00514018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00514019 |
| *EXPERIENCE | LEARNER VIEWS VIDEO-TAPED LECTURE IN WHICH COMPREHENSION DIFFICULTIES RELATED TO FUNCTIONAL AND RECREATIONAL | 00514012<br>00514013 |

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                READING ARE DEVELOPED.  SAMPLE DIFFICULTIES:  SPECIAL      00514014
                TERMINOLOGY OF CONTENT FIELDS, LITERARY TECHNIQUES IN      00514015
                CHILDREN'S LITERATURE, ETC.                                00514016
*SETTING        LARGE GROUP,  COLLEGE                                      00514011
*MATERIALS      VIDEO-TAPED LECTURE                                        00514005
*LEVEL          ALL GRADES                                                 00514008
*GENERAL        ALL CANDIDATES                                             00514007
*HOURS          1/4                                                        00514006
*EVALUATION     LEARNER CORRECTLY LISTS THREE COMPREHENSION DIFFICULTIES    00514020
                ASSOCIATED WITH FUNCTIONAL AND RECREATIONAL READING.       00514021
*FILE           READING COMPREHENSION  FUNCTIONAL READING  RECREATIONAL    00514009
                READING                                                    00514010
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*OBJECTIVES     LEARNER COMPLETES PROGRAMED TEXT ON COMPREHENSION.         00515018
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                 00515019
*EXPERIENCE     WORKING IN AN INDEPENDENT LABORATORY SITUATION, LEARNER    00515011
                USES PROGRAMED TEXT TO INVENTORY BOTH HIS COMPREHENSION    00515012
                SKILLS AND HIS ABILITY TO IDENTIFY THE UNITS OF            00515013
                COMPREHENSION WHICH LED HIM TO THE CORRECT MEANING.  IF    00515014
                LEARNER CANNOT COMPLETE CORRECTLY ONE OF THE COMPREHENSION 00515015
                TASKS, HE IS BRANCHED TO A SECTION OF THE TEXT DESIGNED TO 00515016
                PROVIDE HIM WITH EXTRA HELP IN THAT AREA.                  00515017
*SETTING        INDEPENDENT,  COLLEGE                                      00515010
*MATERIALS      PROGRAMED MATERIAL ON COMPREHENSION.                       00515005
*LEVEL          ALL GRADES                                                 00515008
*GENERAL        ALL CANDIDATES                                             00515007
*HOURS          2/3                                                        00515006
*EVALUATION     LEARNER COMPLETES PROGRAMED TEXT ON COMPREHENSION.         00515020
*FILE           READING COMPREHENSION  SELF-INVENTORY  LABORATORY         00515009
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*OBJECTIVES     LEARNER COMPLETES A STUDY GUIDE RELATING TO HIS            00516019
                EXAMINATION OF COMPREHENSION MATERIALS.                    00516020
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                 00516021
*EXPERIENCE     WORKING IN AN INDEPENDENT LABORATORY SITUATION AND USING   00516012
                A STUDY GUIDE PREPARED BY THE INSTRUCTOR, LEARNER EXAMINES 00516013
                INSTRUCTIONAL MATERIALS RELATED TO THE TEACHING OF         00516014
                COMPREHENSION.  LEARNER USES STUDY GUIDE TO RECORD HIS     00516015
                RESPONSES TO SPECIFIC QUESTIONS OF THE INSTRUCTOR.  THIS   00516016
                EXPERIENCE BECOMES A PRE-REQUISITE FOR MODULE NUMBER 536   00516017
                AND FOR CLINICAL EXPERIENCES.                              00516018
*SETTING        INDEPENDENT,  COLLEGE                                      00516011
*MATERIALS      STUDY GUIDE DIRECTING LEARNER TO OBSERVE SPECIFIC ASPECTS  00516005
                OF COMPREHENSION MATERIAL.                                 00516006
*LEVEL          ALL GRADES                                                 00516009
*GENERAL        ALL CANDIDATES                                             00516008
*HOURS          1/2                                                        00516007
*EVALUATION     LEARNER SUPPLIES RESPONSES ON THE STUDY GUIDE RELATING TO  00516022
                COMPREHENSION MATERIALS WHICH ARE CONSISTENT WITH THE       00516023
                RESPONSES EXPECTED BY THE INSTRUCTOR.                      00516024
*FILE           READING COMPREHENSION  MATERIALS  LABORATORY               00516010
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*OBJECTIVES     READS ABOUT AND DISCUSSES PROBLEMS RELATING TO             00517020
                COMPREHENSION IN EARLY ELEMENTARY WHICH GO BEYOND SCOPE    00517021
                AND DEPTH OF PREVIOUS MODULES.                             00517022
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                 00517023
*EXPERIENCE     AS THEY COMPLETE INDEPENDENT LABORATORY EXPERIENCES, EARLY  00517011
                ELEMENTARY CANDIDATES MEET IN SEMINAR WHERE LEARNERS       00517012
                ENGAGE IN DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH       00517013
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| | REGARDING ELEMENTS OF COMPREHENSION WHICH GO BEYOND | 00516014 |
| | PREVIOUS MODULES. TOPICS ARE CHOSEN BY LEARNER, UNDER | 00516015 |
| | GUIDANCE OF INSTRUCTOR, ON BASIS OF NEED AND INTERESTS OF | 00516016 |
| | THE LEARNER. SAMPLE TOPIC FOR EARLY ELEMENTARY: NATURE | 00516017 |
| | OF THE PRE-SCHOOLER'S VOCABULARY, RELATIONSHIP BETWEEN | 00516018 |
| | LISTENING AND READING COMPREHENSION. | 00516019 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00516010 |
| *MATERIALS | NONE | 00516005 |
| *LEVEL | PRE-SCH.-K | 00516008 |
| *GENERAL | GENERALIST | 00516007 |
| *HOURS | 1 1/2 | 00516006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH | 00516024 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00516025 |
| *FILE | READING COMPREHENSION SEMINAR EARLY ELEM | 00516009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS RELATING TO | 00518019 |
| | COMPREHENSION IN PRIMARY SCHOOL WHICH GO BEYOND SCOPE AND | 00518020 |
| | DEPTH OF PREVIOUS MODULES. | 00518021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00518022 |
| *EXPERIENCE | AS THEY COMPLETE INDEPENDENT LABORATORY EXPERIENCES, | 00518011 |
| | PRIMARY SCHOOL CANDIDATES MEET IN SEMINAR WHERE LEARNERS | 00518012 |
| | ENGAGE IN DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH | 00518013 |
| | REGARDING ELEMENTS OF COMPREHENSION WHICH GO BEYOND | 00518014 |
| | PREVIOUS MODULES. TOPICS ARE CHOSEN BY LEARNER, UNDER | 00518015 |
| | GUIDANCE OF INSTRUCTOR, ON BASIS OF NEEDS AND INTEREST OF | 00518016 |
| | THE LEARNER. SAMPLE TOPIC FOR PRIMARY SCHOOL: RELEVANCE | 00518017 |
| | OF CRITICAL READING TO THE PRIMARY GRADES. | 00518018 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00518010 |
| *MATERIALS | NONE | 00518005 |
| *LEVEL | GRADES 1-4 | 00518008 |
| *GENERAL | GENERALIST | 00518007 |
| *HOURS | 1 1/2 | 00518006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH | 00518023 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00518024 |
| *FILE | READING COMPREHENSION SEMINAR PRIMARY SCHOOL | 00518009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS RELATING TO | 00519021 |
| | COMPREHENSION ON MIDDLE SCHOOL LEVEL WHICH GO BEYOND SCOPE | 00519022 |
| | AND DEPTH OF PREVIOUS MODULES. | 00519023 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00519024 |
| *EXPERIENCE | AS THEY COMPLETE INDE | 00519011 |
| *EXPERIENCE | AS THEY COMPLETE INDEPENDENT LABORATORY EXPERIENCES MIDDLE | 00519012 |
| | SCHOOL TRAINEES MEET IN SEMINAR WHERE STUDENTS ENGAGE | 00519013 |
| | IN DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH REGARDING | 00519014 |
| | ELEMENTS OF COMPREHENSION WHICH GO BEYOND PREVIOUS | 00519015 |
| | MODULES. TOPICS ARE CHOSEN BY LEARNER, UNDER GUIDANCE OF | 00519016 |
| | INSTRUCTOR, ON BASIS OF NEEDS AND INTERESTS OF THE LEARNER | 00519017 |
| | SAMPLE TOPIC FOR MIDDLE SCHOOL: COMPREHENSION | 00519018 |
| | DIFFICULTIES RELATING TO TERMINOLOGY ASSOCIATED WITH | 00519019 |
| | CONTENT AREAS. | 00519020 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00519010 |
| *MATERIALS | NONE | 00519005 |
| *LEVEL | GRADES 5-8 | 00519008 |
| *GENERAL | GENERALIST | 00519007 |
| *HOURS | 1 1/2 | 00519006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH | 00519025 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00519026 |
| *FILE | READING COMPREHENSION SEMINAR MIDDLE SCHOOL | 00519009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS RELATING TO COMPREHENSION OF ALL DIFFERENT LEVELS OF SCHOOL WHICH GO BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES. | 00520020<br>00520021<br>00520022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00520023 |
| *EXPERIENCE | AS THEY COMPLETE INDEPENDENT LABORATORY EXPERIENCE READING SPECIALISTS CANDIDATES MEET IN SEMINAR WHERE LEARNERS ENGAGE IN DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH REGARDING ELEMENTS OF COMPREHENSION WHICH GO BEYOND PREVIOUS MODULES. TOPICS ARE CHOSEN BY LEARNER, UNDER GUIDANCE OF INSTRUCTOR, ON BASIS OF NEEDS AND INTERESTS OF THE LEARNER. SAMPLE TOPIC FOR READING SPECIALISTS: WHAT IS CREATIVE READING, IS IT DIFFERENT THAN CRITICAL READING AND CAN (OR SHOULD) IT BE TAUGHT. | 00520011<br>00520012<br>00520013<br>00520014<br>00520015<br>00520016<br>00520017<br>00520018<br>00520019 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00520010 |
| *MATERIALS | NONE | 00520005 |
| *LEVEL | ALL GRADES | 00520008 |
| *GENERAL | SPECIALIST | 00520007 |
| *HOURS | 1 1/2 | 00520006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00520024<br>00520025 |
| *FILE | READING COMPREHENSION SEMINAR READING SPECIALISTS | 00520009 |

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| *OBJECTIVES | USING SIMULATED DIAGNOSTIC DATA, LEARNER DETERMINES THE SPECIFIC COMPREHENSION DIFFICULTIES OF 3 ELEMENTARY PUPILS | 00521019<br>00521020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00521021 |
| *EXPERIENCE | IN PREPARATION FOR USING SIMULATED MATERIAL TO DIAGNOSE COMPREHENSION DIFFICULTIES, THE LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR THE USE OF ORAL AND WRITTEN TESTS, PHRASE COMPREHENSION TESTS, AND ORAL READING PARAGRAPHS AS A MEANS TO DIAGNOSE COMPREHENSION DIFFICULTIES. FILM CLIPS OF TEACHER USING THESE TOOLS TO DETERMINE COMPREHENSION DIFFICULTIES ARE SHOWN. | 00521012<br>00521013<br>00521014<br>00521015<br>00521016<br>00521017<br>00521018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00521011 |
| *MATERIALS | SIMULATED DIAGNOSTIC MATERIAL RELATED TO COMPREHENSION, FILM CLIPS. | 00521005<br>00521006 |
| *LEVEL | ALL GRADES | 00521009 |
| *GENERAL | ALL CANDIDATES | 00521008 |
| *HOURS | 1/2 | 00521007 |
| *EVALUATION | LEARNER CORRECTLY IDENTIFIES THE SPECIFIC COMPREHENSION DIFFICULTIES OF 3 ELEMENTARY SCHOOL CHILDREN. | 00521022<br>00521023 |
| *FILE | COMPREHENSION DIAGNOSIS MATERIALS | 00521010 |

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| *OBJECTIVES | USING SIMULATED DIAGNOSTIC DATA, LEARNER DETERMINES READINESS FOR COMPREHENSION INSTRUCTION FOR 3 EARLY ELEMENTARY SCHOOL PUPILS. | 00522017<br>00522018<br>00522019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00522020 |
| *EXPERIENCE | CANDIDATES PREPARING FOR EARLY ELEMENTARY TEACHING LISTEN TO AND DISCUSS WITH THE INSTRUCTOR THE DIAGNOSTIC TECHNIQUES USED TO DETERMINE THE COMPREHENSION SKILLS OF EARLY ELEM. PUPILS. EMPHASIS IS PLACED IN LISTENING COMPREHENSION, DETERMINING EXPERIENCE BACKGROUND, ETC. | 00522012<br>00522013<br>00522014<br>00522015<br>00522016 |
| *SETTING | SMAL GROUP (1-12 STUDENTS), COLLEGE | 00522011 |
| *MATERIALS | SIMULATED DIAGNOSTIC DATA FOR PUPILS IN EARLY ELEMENTARY GRADES. | 00522005<br>00522006 |
| *LEVEL | PRE-SCH,-K | 00522009 |
| *GENERAL | GENERALIST | 00522008 |
| *HOURS | 1/6 | 00522007 |
| *EVALUATION | LEARNER CORRECTLY IDENTIFIES THE READINESS FOR COMPREHENSION INSTRJCTION OF 3 EARLY ELEMENTARY SCHOOL | 00522021<br>00522022 |

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                PUPILS.                                                  00522023
*FILE           COMPREHENSION  DIAGNOSIS  EARLY ELEM                     00522010
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*OBJECTIVES     USING SIMULATED DIAGNOSTIC DATA, LEARNER DETERMINES      00523015
                COMPREHENSION NEEDS OF 3 PRIMARY GRADE PUPILS.           00523016
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES.               00523017
*EXPERIENCE     CANDIDATES FOR PRIMARY TEACHING LISTEN AND DISCUSS WITH  00523011
                THE INSTRUCTOR THE DIAGNOSTIC TECHNIQUES USED TO DETERMINE00523012
                THE COMPREHENSION SKILLS OF PRIMARY PUPILS.  EMPHASIS IS 00523013
                PLACED ON LITERAL COMPREHENSION SKILLS.                  00523014
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                    00523010
*MATERIALS      SIMULATED DIAGNOSTIC DATA FOR PUPILS IN PRIMARY GRADES    00523005
*LEVEL          GRADES 1-4                                               00523008
*GENERAL        GENERALIST                                               00523007
*HOURS          1/6                                                      00523006
*EVALUATION     LEARNER CORRECTLY IDENTIFIES THE COMPREHENSION NEEDS OF 3 00523018
                PRIMARY GRADE PUPILS.                                    00523019
*FILE           COMPREHENSION  DIAGNOSIS  PRIMARY                        00523009
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*OBJECTIVES     USING SIMULATED DIAGNOSTIC DATA, LEARNER DETERMINES      00524016
                COMPREHENSION NEEDS OF 3 MIDDLE SCHOOL PUPILS.           00524017
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES.               00524018
*EXPERIENCE     CANDIDATES FOR MIDDLE SCHOOL TEACHING LISTEN TO AND      00524011
                DISCUSS WITH THE INSTRUCTOR THE DIAGNOSTIC TECHNIQUES USED00524012
                TO DETERMINE COMPREHENSION SKILLS OF MIDDLE SCHOOL PUPILS.00524013
                EMPHASIS IS PLACED ON INFERENTIAL AND CRITICAL           00524014
                COMPREHENSION.                                           00524015
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                    00524010
*MATERIALS      SIMULATED DIAGNOSTIC DATA FOR MIDDLE GRADE PUPILS.       00524005
*LEVEL          GRADES 5-8                                               00524008
*GENERAL        GENERALIST                                               00524007
*HOURS          1/6                                                      00524006
*EVALUATION     LEARNER CORRECTLY IDENTIFIES THE COMPREHENSION NEEDS OF 3 00524019
                MIDDLE SCHOOL PUPILS.                                    00524020
*FILE           COMPREHENSION  DIAGNOSIS  MIDDLE SCHOOL                  00524009
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*OBJECTIVES     USING SIMULATED DIAGNOSTIC DATA, LEARNER DETERMINES      00525016
                COMPREHENSION NEEDS OF AN EARLY ELEM, A PRIMARY, AND A   00525017
                MIDDLE SCHOOL PUPIL.                                     00525018
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES.               00525019
*EXPERIENCE     PROSPECTIVE READING SPECIALISTS LISTEN TO AND DISCUSS WITH00525012
                THE INSTRUCTOR THE DIAGNOSTIC TECHNIQUES USED TO DETERMINE00525013
                COMPREHENSION SKILLS AT THE VARIOUS LEVELS OF THE        00525014
                ELEMENTARY SCHOOL.                                       00525015
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                    00525011
*MATERIALS      SIMULATED DIAGNOSTIC DATA FOR EARLY ELEM, PRIMARY, AND   00525005
                MIDDLE SCHOOL PUPILS.                                    00525006
*LEVEL          ALL GRADES                                               00525009
*GENERAL        SPECIALIST                                               00525008
*HOURS          1/6                                                      00525007
*EVALUATION     LEARNER CORRECTLY IDENTIFIES THE COMPREHENSION NEEDS OF AN00525020
                ELEM, A PRIMARY, AND A MIDDLE SCHOOL PUPIL.              00525021
*FILE           COMPREHENSION  DIAGNOSIS  READING SPECIALIST             00525010
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*OBJECTIVES     GIVEN HYPOTHETICAL DIAGNOSTIC DATA CONCERNING A PUPIL'S  00526018
                VOCABULARY DIFFICULTY, LEARNER WRITES APPROPRIATE        00526019
                INSTRUCTIONAL PLAN WHICH WILL CORRECT THE DEFICIENCY.     00526020
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| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00526021 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR EFFECTIVE INSTRUCTIONAL TECHNIQUES FOR DEVELOPING VOCABULARY OF CHILDREN. EMPHASIS IS PLACED ON DIAGNOSIS, DIRECT INSTRUCTION, AND THE BUILDING OF VOCABULARY THROUGH EXPERIENCES, CONTEXT, STRUCTURAL ANALYSIS, AND WORD GAMES AND PUZZLES. | 00526012<br>00526013<br>00526014<br>00526015<br>00526016<br>00526017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00526011 |
| *MATERIALS | HYPOTHETICAL DIAGNOSIS OF VOCABULARY DIFFICULTIES OF SPECIFIC ELEMENTARY PUPILS. | 00526005<br>00526006 |
| *LEVEL | ALL GRADES | 00526009 |
| *GENERAL | ALL CANDIDATES | 00526008 |
| *HOURS | 3/4 | 00526007 |
| *EVALUATION | LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLAN TO CORRECT DEFICIENCY OF VOCABULARY INDICATED BY THE HYPOTHETICAL DIAGNOSTIC DATA OF 3 ELEMENTARY SCHOOL PUPILS. | 00526022<br>00526023<br>00526024 |
| *FILE | COMPREHENSION VOCABULARY INSTRUCTIONAL TECHNIQUES | 00526010 |

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| *OBJECTIVES | GIVEN HYPOTHETICAL DIAGNOSTIC DATA CONCERNING LITERAL COMPREHENSION DIFFICULTY, LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLAN WHICH WILL CORRECT THE DEFICIENCY. | 00527019<br>00527020<br>00527021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00527022 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR EFFECTIVE INSTRUCTIONAL TECHNIQUES FOR DEVELOPING LITERAL COMPREHENSION SKILLS. EMPHASIS IS PLACED ON DIAGNOSTIC TECHNIQUES AND INSTRUCTIONAL TECHNIQUES FOR DEVELOPING PHRASES, SENTENCE, AND PARAGRAPH COMPREHENSION, INCLUDING MAIN IDEA, DETAILS, SEQUENCE, ETC. | 00527013<br>00527014<br>00527015<br>00527016<br>00527017<br>00527018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00527012 |
| *MATERIALS | HYPOTHETICAL DIAGNOSTIC DATA ON LITERAL COMPREHENSION DIFFICULTIES OF SPECIFIC ELEMENTARY PUPILS. | 00527005<br>00527006 |
| *LEVEL | ALL GRADES | 00527009 |
| *GENERAL | ALL CANDIDATES | 00527008 |
| *HOURS | 2/3 | 00527007 |
| *EVALUATION | LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLAN TO CORRECT DEFICIENCY OF LITERAL COMPREHENSION INDICATED BY HYPOTHETICAL DIAGNOSTIC DATA OF 3 ELEMENTARY PUPILS. | 00527023<br>00527024<br>00527025 |
| *FILE | COMPREHENSION LITERAL COMPREHENSION INSTRUCTIONAL TECHNIQUES | 00527010<br>00527011 |

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| *OBJECTIVES | GIVEN HYPOTHETICAL DIAGNOSTIC DATA ON INFERENTIAL COMPREHENSION DIFFICULTY, LEARNER WIRTES APPROPRIATE INSTORCTIONAL PLAN WHICH WILL CORRECT THE DEFICIENCY. | 00528018<br>00528019<br>00528020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00528021 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR EFFECTIVE INSTRUCTIONAL TECHNIQUES FOR DEVELOPING INFERENTIAL COMPREHENSION. EMPHASIS IS ON DIAGNOSTIC TECHNIQUES AND INSTRUCTIONAL TECHNIQUES FOR DEVELOPING SKILL IN READING BETWEEN THE LINES. | 00528013<br>00528014<br>00528015<br>00528016<br>00528017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00528012 |
| *MATERIALS | HYPOTHETICAL DIAGNOSTIC DATA REGARDING DIFFICULTIES OF INFERENTIAL COMPREHENSION OF SPECIFIC ELEMENTARY PUPILS. | 00528005<br>00528006 |
| *LEVEL | ALL GRADES | 00528009 |
| *GENERAL | ALL CANDIDATES | 00528008 |
| *HOURS | 1/2 | 00528007 |
| *EVALUATION | LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLAN TO CORRECT INFERENTIAL COMPREHENSION DIFFICULTY INDICATED BY HYPOTHETICAL DIAGNOSTIC DATA OF 3 ELEMENTARY PUPILS. | 00528022<br>00528023<br>00528024 |
| *FILE | READING COMPREHENSION INFERENTIAL COMPREHENSION INSTRUCTIONAL TECHNIQUES | 00528010<br>00528011 |

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| *OBJECTIVES | GIVEN HYPOTHETICAL DIAGNOSTIC DATA CONCERNING CRITICAL | 00529018 |
| | READING DIFFICULTY, THE LEARNER WRITES APPROPRIATE | 00529019 |
| | INSTRUCTIONAL PLAN WHICH WILL CORRECT THE DEFICIENCY. | 00529020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00529021 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR | 00529013 |
| | EFFECTIVE INSTRUCTIONAL TECHNIQUES FOR DEVELOPING CRITICAL | 00529014 |
| | COMPREHENSION, EMPHASIS IS PLACED ON DIAGNOSTIC | 00529015 |
| | TECHNIQUES AND INSTRUCTIONAL TECHNIQUES FOR DEVELOPING THE | 00529016 |
| | ABILITY TO EVALUATE WHAT IS READ. | 00529017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00529012 |
| *MATERIALS | HYPOTHETICAL DIAGNOSTIC DATA CONCERNING CRITICAL | 00529005 |
| | COMPREHENSION SKILLS OF 3 ELEMENTARY PUPILS. | 00529006 |
| *LEVEL | ALL GRADES | 00529009 |
| *GENERAL | ALL CANDIDATES | 00529008 |
| *HOURS | 1/2 | 00529007 |
| *EVALUATION | LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLAN TO CORRECT | 00529022 |
| | DEFICIENCY OF CRITICAL COMPREHENSION INDICATED BY | 00529023 |
| | HYPOTHETICAL DIAGNOSTIC DATA OF 3 ELEMENTARY PUPILS. | 00529024 |
| *FILE | COMPREHENSION CRITICAL COMPREHENSION INSTRUCTIONAL | 00529010 |
| | TECHNIQUES | 00529011 |

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| *OBJECTIVES | LEARNER INCORPORATES PRINCIPLES OF MOTIVATION, | 00530015 |
| | UNDERSTANDINGS, AND SKILL DEVELOPMENT INTO THE | 00530016 |
| | INSTRUCTIONAL PLANS COMPLETED IN MODULES, | 00530017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY | 00530018 |
| | MODULES 487 TO 498 AND MODULES. | 00530019 |
| *EXPERIENCE | WITH MODULES 487 TO 498 AS A BASIS, LEARNER LISTENS TO AND | 00530011 |
| | DISCUSSES WITH THE INSTRUCTOR WAYS IN WHICH PRINCIPLES OF | 00530012 |
| | MOTIVATION, UNDERSTANDINGS, AND SKILL DEVELOPMENT ARE | 00530013 |
| | APPLIED TO COMPREHENSION INSTRUCTION. | 00530014 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00530010 |
| *MATERIALS | LEARNER-CONSTRUCTED PLANS FROM MODULES. | 00530005 |
| *LEVEL | ALL GRADES | 00530008 |
| *GENERAL | ALL CANDIDATES | 00530007 |
| *HOURS | 2/3 | 00530006 |
| *EVALUATION | LEARNER INCORPORATES PRINCIPLES OF MOTIVATION, | 00530020 |
| | UNDERSTANDINGS, AND SKILL DEVELOPMENT INTO THE | 00530021 |
| | INSTRUCTIONAL PLANS COMPLETED IN MODULES. | 00530022 |
| *FILE | READING COMPREHENSION INSTRUCTIONAL PRACTICES MOTIVATION | 00530009 |

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| *OBJECTIVES | GIVEN HYPOTHETICAL DIAGNOSTIC DATA CONCERNING | 00531017 |
| | COMPREHENSION DIFFICULTIES OF 3 EARLY ELEMENTARY PUPILS, | 00531018 |
| | LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLAN. | 00531019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY. | 00531020 |
| *EXPERIENCE | EARLY ELEMENTARY CANDIDATES LISTEN TO AND DISCUSS WITH THE | 00531012 |
| | INSTRUCTOR PARTICULAR PROBLEMS OF COMPREHENSION WHICH | 00531013 |
| | APPEAR IN THE EARLY ELEMENTARY GRADES, AND THE | 00531014 |
| | INSTRUCTIONAL TECHNIQUES USED TO DEVELOP THESE | 00531015 |
| | COMPREHENSION SKILLS. | 00531016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00531011 |
| *MATERIALS | HYPOTHETICAL DIAGNOSTIC DATA CONCERNING COMPREHENSION | 00531005 |
| | PROBLEMS OF EARLY ELEMENTARY PUPILS. | 00531006 |
| *LEVEL | PRE-SCH,-K | 00531009 |
| *GENERAL | GENERALIST | 00531008 |
| *HOURS | 1/4 | 00531007 |
| *EVALUATION | LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLAN TO CORRECT | 00531021 |

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| | THE COMPREHENSION DIFFICULTY INDICATED BY THE DIAGNOSTIC | 00531022 |
| | DATA ON 3 EARLY ELEMENTARY PUPILS. | 00531023 |
| *FILE | COMPREHENSION INSTRUCTIONAL TECHNIQUES EARLY ELEM | 00531010 |

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| *OBJECTIVES | GIVEN HYPOTHETICAL DIAGNOSTIC DATA CONCERNING | 00532016 |
| | COMPREHENSION DIFICULTIES OF 3 PRIMARY SCHOOL PUPILS, | 00532017 |
| | LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLAN. | 00532018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY. | 00532019 |
| *EXPERIENCE | PRIMARY SCHOOL CANDIDATES LISTEN TO AND DISCUSS WITH THE | 00532012 |
| | INSTRUCTOR PARTICULAR PROBLEMS OF COMPREHENSION WHICH | 00532013 |
| | APPEAR IN THE PRIMARY SCHOOL GRADES, AND THE INSTRUCTIONAL | 00532014 |
| | TECHNIQUES USED TO DEVELOP THESE COMPREHENSION SKILLS. | 00532015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00532011 |
| *MATERIALS | HYPOTHETICAL DIAGNOSTIC DATA CONCERNING COMPREHENSION | 00532005 |
| | PROBLEMS OF PRIMARY SCHOOL. | 00532006 |
| *LEVEL | GRADES 1-4 | 00532009 |
| *GENERAL | GENERALIST | 00532008 |
| *MODES | 1/4 | 00532007 |
| *EVALUATION | LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLAN TO CORRECT | 00532020 |
| | THE COMPREHENSION DIFFICULTY INDICATED BY THE DIAGNOSTIC | 00532021 |
| | DATA ON 3 PRIMARY SCHOOL PUPILS. | 00532022 |
| *FILE | COMPREHENSION INSTRUCTIONAL TECHNIQUES PRIMARY SCHOOL | 00532010 |

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| *OBJECTIVES | GIVEN HYPOTHETICAL DIAGNOSTIC DATA CONCERNING | 00533016 |
| | COMPREHENSION DIFICULTIES OF 3 MIDDLE SCHOOL PUPILS, | 00533017 |
| | LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLAN. | 00533018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY. | 00533019 |
| *EXPERIENCE | MIDDLE SCHOOL CANDIDATES LISTEN TO AND DISCUSS WITH THE | 00533012 |
| | INSTRUCTOR PARTICULAR PROBLEMS OF COMPREHENSION WHICH | 00533013 |
| | APPEAR IN THE MIDDLE SCHOOL GRADES, AND THE INSTRUCTIONAL | 00533014 |
| | TECHNIQUES USED TO DEVELOP THESE COMPREHENSION SKILLS. | 00533015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00533011 |
| *MATERIALS | HYPOTHETICAL DIAGNOSTIC DATA CONCERNING COMPREHENSION | 00533005 |
| | PROBLEMS OF MIDDLE SCHOOL PUPILS. | 00533006 |
| *LEVEL | GRADES 5-8 | 00533009 |
| *GENERAL | GENERALIST | 00533008 |
| *MODES | 1/4 | 00533007 |
| *EVALUATION | LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLAN TO CORRECT | 00533020 |
| | THE COMPREHENSION DIFFICULTY INDICATED BY THE DIAGNOSTIC | 00533021 |
| | DATA ON 3 MIDDLE SCHOOL PUPILS. | 00533022 |
| *FILE | COMPREHENSION INSTRUCTIONAL TECHNIQUES MIDDLE SCHOOL | 00533010 |

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| *OBJECTIVES | GIVEN HYPOTHETICAL DIAGNOSTIC DATA CONCERNING | 00534018 |
| | COMPREHENSION DIFICULTIES OF 3 EARLY ELEMENTARY (3 | 00534019 |
| | PRIMARY + MIDDLE SCHOOL) LEARNER AND WRITES APPROPRIATE | 00534020 |
| | INSTRUCTIONAL PLAN. | 00534021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY. | 00534022 |
| *EXPERIENCE | READING SPECIALISTS CANDIDATES LISTEN TO AND DISCUSS WITH | 00534013 |
| | THE INSTRUCTOR PARTICULAR PROBLEMS OF COMPREHENSION WHICH | 00534014 |
| | APPEAR FOR READING SPECIALISTS ON ALL GRADE LEVELS, AND | 00534015 |
| | THE INSTRUCTIONAL TECHNIQUES USED TO DEVELOP COMPREHENSION | 00534016 |
| | SKILLS. | 00534017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00534012 |
| *MATERIALS | HYPOTHETICAL DIAGNOSTIC DATA CONCERNING COMPREHENSION | 00534005 |
| | PROBLEMS AT ALL LEVELS OF SCHOOLING FOR PUPILS. | 00534006 |
| *LEVEL | ALL GRADES | 00534009 |
| *GENERAL | SPECIALIST | 00534008 |
| *MODES | 1/4 | 00534007 |

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| *EVALUATION | LEARNER WRITES APPROPRIATE INSTRUCTIONAL PLAN TO CORRECT THE COMPREHENSION DIFFICULTY INDICATED BY THE DIAGNOSTIC DATA ON 3 EARLY ELEMENTARY PUPILS, 3 PRIMARY SCHOOL + 3 MIDDLE SCHOOL PUPILS. | 00534023<br>00534024<br>00534025<br>00534026 |
| *FILE | COMPREHENSION INSTRUCTIONAL TECHNIQUES READING SPECIALISTS | 00534010<br>00534011 |

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| *OBJECTIVES | GIVEN A CONTENT AREA TEXTBOOK, LEARNER IDENTIFIES SPECIAL COMPREHENSION PROBLEMS OF THE TEXT AND WRITES INSTRUCTIONAL PLAN TO MEET THESE PROBLEMS WHEN USING THE TEXT. | 00535019<br>00535020<br>00535021<br>00535022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY. | 00535023 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR THE SPECIAL PROBLEMS OF COMPREHENSION RELATED TO READING IN THE CONTENT AREAS AND THE INSTRUCTIONAL TECHNIQUES USEFUL IN MEETING THESE DIFFICULTIES. EMPHASIS IS PLACED ON PROVIDING CONTENT MATERIAL AT EACH CHILD≠S INSTRUCTIONAL LEVEL AND USING PRINCIPLES OF VOCABULARY AND COMPREHENSION DEVELOPMENT IN THE CONTENT FIELDS. | 00535012<br>00535013<br>00535014<br>00535015<br>00535016<br>00535017<br>00535018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00535011 |
| *MATERIALS | CONTENT AREA TEXTBOOKS FROM A VARIETY OF FIELDS. | 00535005 |
| *LEVEL | ALL GRADES | 00535008 |
| *GENERAL | ALL CANDIDATES | 00535007 |
| *HOURS | 2/3 | 00535006 |
| *EVALUATION | LEARNER CORRECTLY IDENTIFIES SPECIAL COMPREHENSION PROBLEMS OF A CONTENT AREA TEXT AND WRITES INSTRUCTIONAL PLAN TO MEET THOSE PROBLEMS WHEN USING THE TEXT. | 00535024<br>00535025<br>00535026 |
| *FILE | COMPREHENSION FUNCTIONAL READING INSTRUCTIONAL TECHNIQUES | 00535009<br>00535010 |

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| *OBJECTIVES | GIVEN A SAMPLE OF CHILDRENS LITERATURE, LEARNER IDENTIFIES SPECIAL COMPREHENSION PROBLEMS OF THE BOOK AND WRITES INSTRUCTIONAL PLAN TO MEET THESE PROBLEMS. | 00536019<br>00536020<br>00536021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY. | 00536022 |
| *EXPERIENCE | LEARNER LISTEN TO AND DISCUSSES WITH THE INSTRUCTOR THE SPECIAL PROBLEMS OF COMPREHENSION RELATED TO RECREATIONAL READING AND INSTRUCTIONAL TECHNIQUES USEFUL IN MEETING THESE PROBLEMS. EMPHASIS IS PLACED ON HAVING CHILDREN READ RECREATIONALLY AT THEIR INDEPENDENT READING LEVEL AND USING PRINCIPLES OF VOCABULARY AND COMPREHENSION DEVELOPMENT IN RECREATIONAL READING. | 00536012<br>00536013<br>00536014<br>00536015<br>00536016<br>00536017<br>00536018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00536011 |
| *MATERIALS | VARIOUS SAMPLES OF CHILDREN≠S LITERATURE. | 00536005 |
| *LEVEL | ALL GRADES | 00536008 |
| *GENERAL | ALL CANDIDATES | 00536007 |
| *HOURS | 1/2 | 00536006 |
| *EVALUATION | LEARNER CORRECTLY IDENTIFIES SPECIAL COMPREHENSION PROBLEMS OF A SAMPLE TRADE BOOK AND WRITES INSTRUCTIONAL PLAN TO MEET THESE DIFFICULTIES WHEN USING THE TEXT. | 00536023<br>00536024<br>00536025 |
| *FILE | COMPREHENSION RECREATIONAL READING INSTRUCTIONAL TECHNIQUES | 00536009<br>00536010 |

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| *OBJECTIVES | LEARNER WRITES A LESSON PLAN DESIGNED TO TEACH A SPECIFIC COMPREHENSION SKILL TO A SMALL GROUP OF ELEMENTARY SCHOOL CHILDREN. | 00537019<br>00537020<br>00537021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF ≠COMMON ELEMENTS≠ MODULES ON PLANNING. SUCCESSFUL COMPLETION OF PREVIOUS READING MODULES, PARTICULARLY. | 00537022<br>00537023<br>00537024 |

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| *EXPERIENCE | LEARNER WRITES A LESSON PLAN DESIGNED TO TEACH A SPECIFIC COMPREHENSION SKILL TO A SMALL GROUP (3-6) OF CHILDREN AT A GRADE LEVEL OF THE LEARNER≠S CHOICE. LEARNER INCORPORATES INTO HIS PLAN MATERIAL FROM PREVIOUS MODULES ON COMPREHENSION MATERIALS, PRINCIPLES OF INSTRUCTION, AND SPECIFIC TECHNIQUES, AS WELL AS ≠COMMON ELEMENTS≠ INFORMATION REGARDING PLANNING (OBJECTIVES, ORGANIZATION, ETC.) | 00537011<br>00537012<br>00537013<br>00537014<br>00537015<br>00537016<br>00537017<br>00537018 |
| *SETTING | INDEPENDENT, COLLEGE | 00537010 |
| *MATERIALS | NONE | 00537005 |
| *LEVEL | ALL GRADES | 00537008 |
| *GENERAL | ALL CANDIDATES | 00537007 |
| *HOURS | 3/4 | 00537006 |
| *EVALUATION | LEARNER WRITES A LESSON PLAN IN WHICH HE CORRECTLY INCORPORATES THE CONTENT OF PREVIOUS MODULES REGARDING COMPREHENSION INSTRUCTION. | 00537025<br>00537026<br>00537027 |
| *FILE | COMPREHENSION PLANNING INSTRUCTION | 00537009 |

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| *OBJECTIVES | LEARNER DIAGNOSES THE COMPREHENSION NEEDS OF ONE EARLY ELEMENTARY PUPIL AND USES THE DIAGNOSIS TO TEACH THE CHILD ONE COMPREHENSION SKILL. | 00538014<br>00538015<br>00538016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY. | 00538017 |
| *EXPERIENCE | LEARNER DIAGNOSES THE COMPREHENSION NEEDS OF ONE EARLY ELEMENTARY PUPIL AND USES THE RESULTS OF THAT DIAGNOSIS TO TEACH THE CHILD ONE COMPREHENSION SKILL. | 00538011<br>00538012<br>00538013 |
| *SETTING | OTHER (SPECIFY) TUTORIAL, SCHOOL | 00538010 |
| *MATERIALS | BLANK | 00538005 |
| *LEVEL | PRE-SCH,-K | 00538008 |
| *GENERAL | GENERALIST | 00538007 |
| *HOURS | 2 | 00538006 |
| *EVALUATION | LEARNER ACCURATELY DETERMINES COMPREHENSION NEEDS OF ONE EARLY ELEM PUPIL AND APPLIES PRINCIPLES OF COMPREHENSION INSTRUCTION IN TEACHING A COMPREHENSION SKILL TO THE CHILD | 00538018<br>00538019<br>00538020 |
| *FILE | COMPREHENSION CLINICAL EARLY ELEM | 00538009 |

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| *OBJECTIVES | LEARNER DIAGNOSES THE COMPREHENSION NEEDS OF ONE PRIMARY SCHOOL PUPIL AND USES THE DIAGNOSIS TO TEACH THE CHILD ONE COMPREHENSION SKILL. | 00539014<br>00539015<br>00539016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY. | 00539017 |
| *EXPERIENCE | LEARNER DIAGNOSES THE COMPREHENSION NEEDS OF ONE PRIMARY SCHOOL PUPIL AND USES THE RESULTS OF THAT DIAGNOSIS TO TEACH THE CHILD ONE COMPREHENSION SKILL. | 00539011<br>00539012<br>00539013 |
| *SETTING | OTHER (SPECIFY) TUTORIAL, SCHOOL | 00539010 |
| *MATERIALS | BLANK | 00539005 |
| *LEVEL | GRADES 1-4 | 00539008 |
| *GENERAL | GENERALIST | 00539007 |
| *HOURS | 2 | 00539006 |
| *EVALUATION | LEARNER ACCURATELY DETERMINES COMPREHENSION NEEDS OF ONE PRIMARY SCHOOL PUPIL AND APPLIES PRINCIPLES OF COMPREHENSION INSTRUCTION IN TEACHING A COMPREHENSION SKILL TO THE CHILD. | 00539018<br>00539019<br>00539020<br>00539021 |
| *FILE | COMPREHENSION CLINICAL PRIMARY SCHOOL | 00539009 |

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| *OBJECTIVES | LEARNER DIAGNOSES THE COMPREHENSION NEEDS OF ONE MIDDLE SCHOOL PUPIL AND USES THE DIAGNOSIS TO TEACH THE CHILD ONE COMPREHENSION SKILL. | 00540014<br>00540015<br>00540016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY. | 00540017 |
| *EXPERIENCE | LEARNER DIAGNOSES THE COMPREHENSION NEEDS OF ONE MIDDLE | 00540011 |

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| | SCHOOL PUPIL AND USES THE RESULTS OF THAT DIAGNOSIS TO | 00540012 |
| | TEACH THE CHILD ONE COMPREHENSION SKILL. | 00540013 |
| *SETTING | OTHER (SPECIFY) TUTORIAL, SCHOOL | 00540010 |
| *MATERIALS | BLANK | 00540005 |
| *LEVEL | GRADES 5-8 | 00540008 |
| *GENERAL | GENERALIST | 00540007 |
| *HOURS | 2 | 00540006 |
| *EVALUATION | LEARNER ACCURATELY DETERMINES COMPREHENSION NEEDS OF ONE | 00540018 |
| | MIDDLE SCHOOL PUPIL AND APPLIES PRINCIPLES OF | 00540019 |
| | COMPREHENSION INSTRUCTION IN TEACHING A COMPREHENSION | 00540020 |
| | SKILL TO THE CHILD. | 00540021 |
| *FILE | COMPREHENSION CLINICAL MIDDLE SCHOOL | 00540009 |

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| *OBJECTIVES | LEARNER DIAGNOSES THE COMPREHENSION NEEDS OF ONE EARLY | 00541017 |
| | ELEMENTARY, ONE PRIMARY, AND ONE MIDDLE SCHOOL PUPIL AND | 00541018 |
| | USES THE DIAGNOSIS OF ONE CHILD TO TEACH THAT CHILD A | 00541019 |
| | COMPREHENSION SKILL. | 00541020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00541021 |
| *EXPERIENCE | READING SPECIALISTS DIAGNOSE THE COMPREHENSION NEEDS OF | 00541011 |
| | THREE PUPILS (ONE EARLY ELEMENTARY, ONE PRIMARY, AND ONE | 00541012 |
| | MIDDLE SCHOOL), LEARNER RECOMMENDS APPROPRIATE | 00541013 |
| | INSTRUCTION FOR EACH ON THE BASIS OF THE DIAGNOSIS, THE | 00541014 |
| | SELECTS ONE OF THE PUPILS AND FOLLOWS HIS OWN | 00541015 |
| | RECOMMENDATIONTO TEACH THE CHILD ONE COMPREHENSION SKILL. | 00541016 |
| *SETTING | INDEPENDENT, SCHOOL | 00541010 |
| *MATERIALS | NONE | 00541005 |
| *LEVEL | ALL GRADES | 00541008 |
| *GENERAL | SPECIALIST | 00541007 |
| *HOURS | 3 1/2 | 00541006 |
| *EVALUATION | LEARNER ACCURATELY DETERMINES THE WORD RECOGNITION NEEDS | 00541022 |
| | OF ALL 3 PUPILS AND APPLIES THE PRINCIPLES OF PREVIOUS | 00541023 |
| | MODULES IN TEACHING A COMPREHENSION SKILL TO ONE OF THE | 00541024 |
| | CHILDREN. | 00541025 |
| *FILE | COMPREHENSION CLINICAL READING SPECIALIST | 00541009 |

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| *OBJECTIVES | LEARNER READS ABOUT AND DISCUSSES PROBLEMS RELATING TO | 00542027 |
| | COMPREHENSION INSTRUCTION IN EARLY ELEMENTARY SCHOOL WHICH | 00542021 |
| | GO BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES. | 00542022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00542023 |
| *EXPERIENCE | AS THEY COMPLETE CLINICAL EXPERIENCES, EARLY ELEMENTARY | 00542011 |
| | CANDIDATES MEET IN SEMINAR WHERE LEARNER ENGAGES IN | 00542012 |
| | DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH REGARDING | 00542013 |
| | ELEMENTS OF COMPREHENSION INSTRUCTION WHICH GO BEYOND | 00542014 |
| | PREVIOUS MODULES. TOPICS ARE CHOSEN BY LEARNERS UNDER | 00542015 |
| | GUIDANCE OF INSTRUCTOR, ON BASIS OF NEED AND INTERESTS OF | 00542016 |
| | LEARNER, SAMPLE TOPIC FOR EARLY ELEMENTARY: UTILITY OF | 00542017 |
| | DIRECT VERSUS VICARIOUS EXPERIENCES IN BUILDING READINESS | 00542018 |
| | FOR COMPREHENSION. | 00542019 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00542010 |
| *MATERIALS | NONE | 00542005 |
| *LEVEL | PRE-SCH,-K | 00542008 |
| *GENERAL | GENERALIST | 00542007 |
| *HOURS | 1 1/2 | 00542006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH | 00542024 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00542025 |
| *FILE | READING COMPREHENSION SEMINAR EARLY ELEM | 00542009 |

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| *OBJECTIVES | LEARNER READS ABOUT AND DISCUSSES PROBLEMS RELATING TO | 00543020 |
| | COMPREHENSION INSTRUCTION IN PRIMARY SCHOOL WHICH GO | 00543021 |
| | BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES. | 00543022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00543023 |
| *EXPERIENCE | AS THEY COMPLETE CLINICAL EXPERIENCES, PRIMARY SCHOOL | 00543011 |
| | CANDIDATES MEET IN SEMINAR WHERE LEARNER ENGAGES IN | 00543012 |
| | DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH REGARDING | 00543013 |
| | ELEMENTS OF COMPREHENSION INSTRUCTION WHICH GO BEYOND | 00543014 |
| | PREVIOUS MODULES. TOPICS ARE CHOSEN BY LEARNERS UNDER | 00543015 |
| | GUIDANCE OF INSTRUCTOR, ON BASIS OF NEEDS AND INTERESTS OF | 00543016 |
| | LEARNER. SAMPLE TOPIC FOR PRIMARY LEVEL: TEACHING | 00543017 |
| | INFERENTIAL AND CRITICAL COMPREHENSION IN BEGINNING | 00543018 |
| | READING. | 00543019 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00543010 |
| *MATERIALS | NONE | 00543005 |
| *LEVEL | GRADES 1-4 | 00543008 |
| *GENERAL | GENERALIST | 00543007 |
| *HOURS | 1 1/2 | 00543006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH | 00543024 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00543025 |
| *FILE | READING COMPREHENSION SEMINAR PRIMARY | 00543009 |

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| *OBJECTIVES | LEARNER READS ABOUT AND DISCUSSES PROBLEMS RELATING TO | 00544020 |
| | COMPREHENSION INSTRUCTION IN MIDDLE SCHOOL WHICH GO BEYOND | 00544021 |
| | SCOPE AND DEPTH OF PREVIOUS MODULES. | 00544022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00544023 |
| *EXPERIENCE | AS THE COMPLETE CLINICAL EXPERIENCES, MIDDLE SCHOOL | 00544011 |
| | CANDIDATES MEET IN SEMINAR WHERE LEARNER ENGAGES IN | 00544012 |
| | DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH REGARDING | 00544013 |
| | ELEMENTS OF COMPREHENSION INSTRUCTOR WHICH GO BEYOND | 00544014 |
| | PREVIOUS MODULES. TOPICS ARE CHOSEN BY LEARNERS UNDER | 00544015 |
| | GUIDANCE OF INSTRUCTOR, ON BASIS OF NEEDS AND INTERESTS OF | 00544016 |
| | LEARNER. SAMPLE TOPIC FOR MIDDLE SCHOOL: QUESTIONING | 00544017 |
| | TECHNIQUES AND THEIR APPLICATION TO COMPREHENSION | 00544018 |
| | INSTRUCTION. | 00544019 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00544010 |
| *MATERIALS | NONE | 00544005 |
| *LEVEL | GRADES 1-4 | 00544008 |
| *GENERAL | GENERALIST | 00544007 |
| *HOURS | 1 1/2 | 00544006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH | 00544024 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00544025 |
| *FILE | READING COMPREHENSION SEMINAR MIDDLE SCHOOL | 00544009 |

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| *OBJECTIVES | LEARNER READS ABOUT AND DISCUSSES PROBLEMS RELATING TO | 00545020 |
| | COMPREHENSION INSTRUCTION ON ALL LEVELS IN SCHOOLING | 00545021 |
| | WHICH GO BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES. | 00545022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00545023 |
| *EXPERIENCE | AS THEY COMPLETE CLINICAL EXPERIENCES, READING SPECIALISTS | 00545011 |
| | ELEMENTARY CANDIDATES MEET IN SEMINAR WHERE LEARNER | 00545012 |
| | ENGAGES IN DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH | 00545013 |
| | REGARDING ELEMENTS OF COMPREHENSION INSTRUCTION WHICH GO | 00545014 |
| | BEYOND PREVIOUS MODULES. TOPICS ARE CHOSEN BY LEARNERS | 00545015 |
| | UNDER GUIDANCE OF INSTRUCTOR, ON BASIS OF NEEDS AND | 00545016 |
| | INTERESTS OF LEARNER. SAMPLE TOPICFOR READING SPECIALISTS | 00545017 |
| | IMPLICATIONS OF LINGUISTIC RESEARCH FOR COMPREHENSION | 00545018 |
| | INSTRUCTION. | 00545019 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00545010 |
| *MATERIALS | NONE | 00545005 |
| *LEVEL | ALL GRADES | 00545008 |

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| *GENERAL | SPECIALIST | 00545007 |
| *HOURS | 1 1/2 | 00545006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00545024<br>00545025 |
| *FILE | READING COMPREHENSION SEMINAR READING SPECIALISTS | 00545009 |

## PART IV

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| *OBJECTIVES | LEARNER WRITES A DEFINITION OF READING RATE WHICH INCORPORATES THE CONCEPT OF FLEXIBILITY. | 00546014<br>00546015 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00546016 |
| *EXPERIENCE | LEARNER VIEWS FILM WHICH DEVELOPS CONCEPT OF MATURE READING RATE AS ONE THAT IS A FLEXIBLE RATE DEPENDING UPON PURPOSE FOR WHICH READING IS DONE. | 00546011<br>00546012<br>00546013 |
| *SETTING | LARGE GROUP, COLLEGE | 00546010 |
| *MATERIALS | FILM ON FLEXIBILITY OF RATE | 00546005 |
| *LEVEL | ALL GRADES | 00546008 |
| *GENERAL | ALL CANDIDATES | 00546007 |
| *HOURS | 1/4 | 00546006 |
| *EVALUATION | LEARNER WRITES A DEFINITION OF READING RATE WHICH INCORPORATES THE CONCEPT OF FLEXIBILITY. | 00546017<br>00546018 |
| *FILE | READING RATE FLEXIBILITY KNOWLEDGE | 00546 009 |

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| *OBJECTIVES | LEARNER RE-WRITES HIS DEFINITION OF READING RATE, INCORPORATING THE CONCEPT OF RATE OF COMPREHENSION. | 00547014<br>00547015 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00547016 |
| *EXPERIENCE | LEARNER LISTENS AS INSTRUCTOR DEVELOPS THE RELATIONSHIP BETWEEN COMPREHENSION AND RATE, BUILDING THE CONCEPT THAT RATE MUST BE CONSIDERED AS RATE OF COMPREHENSION. | 00547011<br>00547012<br>00547013 |
| *SETTING | LARGE GROUP, COLLEGE | 00547010 |
| *MATERIALS | NONE | 00547005 |
| *LEVEL | ALL GRADES | 00547008 |
| *GENERAL | ALL CANDIDATES | 00547007 |
| *HOURS | 1/6 | 00547006 |
| *EVALUATION | LEARNER CORRECTLY INCORPORATES THE CONCEPT OF RATE OF COMPREHENSION INTO HIS DEFINITION OF RATE. | 00547017<br>00547018 |
| *FILE | RATE COMPREHENSION KNOWLEDGE | 00547009 |

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| *OBJECTIVES | LEARNER LISTS FOUR RATES AND THE APPROPRIATE USE OF EACH | 00548015 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00548016 |
| *EXPERIENCE | WITH THE FILM VIEWED IN THE PREVIOUS MODULE (IV-1) AS A BASE, LEARNER LISTENS TO INSTRUCTOR AS HE DISCUSSES VARIOUS READING RATES AND THEIR APPROPRIATE USE (SCANNING, SKIMMING, RECREATIONAL, STUDY-TYPE, ETC.). | 00548011<br>00548012<br>00548013<br>00548014 |
| *SETTING | LARGE GROUP, COLLEGE | 00548010 |
| *MATERIALS | NONE | 00548005 |
| *LEVEL | ALL GRADES | 00548008 |
| *GENERAL | ALL CANDIDATES | 00548007 |
| *HOURS | 1/6 | 00548006 |
| *EVALUATION | LEARNER CORRECTLY LISTS FOUR READING RATES AND THE APPROPRIATE USE OF EACH. | 00548017<br>00548018 |
| *FILE | READING RATE TYPES OF RATE KNOWLEDGE | 00548009 |

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| *OBJECTIVES | GIVEN VARIOUS DEVELOPMENTAL READING STAGES, LEARNER LISTS THE TYPICAL KINDS OF RATE INSTRUCTION WHICH IS COMMONLY TAUGHT AT THESE LEVELS | 00549014<br>00549015<br>00549016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00549017 |
| *EXPERIENCE | LEARNER LISTEN TO INSTRUCTOR DEVELOP THE ROLE INSTRUCTION IN RATE PLAYS AT THE VARIOUS STAGE IN DEVELOPMENTAL | 00549011<br>00549012 |

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| | READING. | 00549013 |
| *SETTING | LARGE GROUP, COLLEGE | 00549010 |
| *MATERIALS | NONE | 00549005 |
| *LEVEL | ALL GRADES | 00549008 |
| *GENERAL | ALL CANDIDATES | 00549007 |
| *HOURS | 1/6 | 00549006 |
| *EVALUATION | LEARNER CORRECTLY LISTS THE KINDS OF RATE INSTRUCTION WHICH IS COMMONLY PROVIDED AT VARIOUS STAGES IN DEVELOPMENTAL READING. | 00549018 00549019 00549020 |
| *FILE | RATE DEVELOPMENTAL READING KNOWLEDGE | 00549009 |

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| *OBJECTIVES | LEARNER LISTS THE TYPES OF RATE INSTRUCTION WHICH ACCOMPANIES FUNCTIONAL AND RECREATIONAL READING. | 00550013 00550014 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00550015 |
| *EXPERIENCE | LEARNER LISTENS TO INSTRUCTOR DEVELOP THE ROLE OF READING RATE IN FUNCTIONAL AND RECREATIONAL READING SITUATIONS. | 00550011 00550012 |
| *SETTING | LARGE GROUP, COLLEGE | 00550010 |
| *MATERIALS | NONE | 00550005 |
| *LEVEL | ALL GRADES | 00550008 |
| *GENERAL | ALL CANDIDATES | 00550007 |
| *HOURS | 1/6 | 00550006 |
| *EVALUATION | LEARNER CORRECTLY LISTS 2 TYPES OF RATE INSTRUCTION WHICH ACCOMPANIES FUNCTIONAL AND RECREATIONAL READING. | 00550016 00550017 |
| *FILE | RATE FUNCTIONAL READING RECREATIONAL READING | 00550009 |

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| *OBJECTIVES | GIVEN SIMULATED GRAPHIC DATA OF A CHILD'S EYE MOVEMENT PATTERNS, LEARNER DESCRIBES THE CHILD'S EYE MOVEMENTS USING CORRECT TERMINOLOGY | 00551016 00551017 00551018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00551019 |
| *EXPERIENCE | LEARNER VIEWS A FILM WHICH DEVELOPS THE EYE MOVEMENTS USED BY A READER AND THE RELATIONSHIP BETWEEN EYE MOVEMENTS AND RATE. TERMINOLOGY OF EYE MOVEMENTS ( RECOGNITION SPAN, REGRESSION, ETC.) IS DEVELOPED. | 00551012 00551013 00551014 00551015 |
| *SETTING | LARGE GROUP, COLLEGE | 00551011 |
| *MATERIALS | FILM ON EYE MOVEMENTS. SIMULATED EYE MOVEMENT PATTERNS OF A CHILD. | 00551005 00551006 |
| *LEVEL | ALL GRADES | 00551009 |
| *GENERAL | ALL CANDIDATES | 00551008 |
| *HOURS | 1/4 | 00551007 |
| *EVALUATION | LEARNER CORRECTLY DESCRIBES, USING TERMINOLOGY, THE EYE MOVEMENTS OF ONE CHILD. | 00551020 00551021 |
| *FILE | RATE EYE MOVEMENTS | 00551010 |

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| *OBJECTIVES | LEARNER COMPLETES INDEPENDENT MATERIALS ON RATE. | 00552017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00552018 |
| *EXPERIENCE | WORKING IN AN INDEPENDENT LABORATORY SITUATION, LEARNER USES INDEPENDENT MATERIAL TO INVENTORY HIS OWN READING RATE SKILLS AND HIS ABILITY TO IDENTIFY THE UNITS OF RATE WHICH ALLOW HIM TO READ FLEXIBLY. IF LEARNER LACKS IN EITHER HIS RATE OF READING OR IN HIS ABILITY TO IDENTIFY THE UNITS OF RATE, HE IS PROVIDED WITH EXTRA HELP. | 00552011 00552012 00552013 00552014 00552015 00552016 |
| *SETTING | INDEPENDENT, COLLEGE | 00552010 |
| *MATERIALS | INDEPENDENT MATERIALS TO INVENTORY RATE SKILLS. | 00552005 |
| *LEVEL | ALL GRADES | 00552008 |
| *GENERAL | ALL CANDIDATES | 00552007 |
| *HOURS | 1/3 | 00552006 |
| *EVALUATION | LEARNER COMPLETES PROGRAMED TEXT ON RATE. | 00552019 |
| *FILE | COMPREHENSION RATE SELF-INVENTORY LABORATORY | 00552009 |

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| *OBJECTIVES | LEARNER COMPLETES A STUDY GUIDE RELATING TO HIS EXAMINATION OF RATE MATERIALS. | 00553019 00553020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00553021 |
| *EXPERIENCE | WORKING IN AN INDEPENDENT LABORATORY SITUATION AND USING A STUDY GUIDE PREPARED BY THE INSTRUCTOR, LEARNER EXAMINES INSTRUCTIONAL MATERIALS RELATED TO THE TEACHING OF READING RATE. LEARNER USES STUDY GUIDE TO RECORD HIS RESPONSES TO SPECIFIC QUESTIONS OF THE INSTRUCTOR. THIS EXPERIENCE BECOMES A PRE-REQUISITE FOR MODULE NUMBER IV-13 AND FOR CLINICAL EXPERIENCES. | 00553012 00553013 00553014 00553015 00553016 00553017 00553018 |
| *SETTING | INDEPENDENT, COLLEGE | 00553011 |
| *MATERIALS | STUDY GUIDE DIRECTING LEARNER TO OBSERVE SPECIFIC ASPECTS OF RATE MATERIAL | 00553005 00553006 |
| *LEVEL | ALL GRADES | 00553009 |
| *GENERAL | ALL CANDIDATES | 00553008 |
| *HOURS | 1/2 | 00553007 |
| *EVALUATION | LEARNER SUPPLIES RESPONSES ON THE STUDY GUIDE RELATING TO RATE MATERIALS WHICH ARE CONSISTENT WITH THE RESPONSES EXPECTED BY THE INSTRUCTOR. | 00553022 00553023 00553024 |
| *FILE | RATE MATERIALS LABORATORY | 00553010 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS RELATING TO RATE WHICH GO BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES. | 00554019 00554020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00554021 |
| *EXPERIENCE | AS THE COMPLETE INDEPENDENT LABORATORY EXPERIENCES, CANDIDATES MEET IN SEMINAR WHERE THEY ENGAGE IN DISCUSSION AND INDIVIDUAL LIBRARY RESEARCH REGARDING ELEMENTS OF RATE WHICH GO BEYOND PREVIOUS MODULES. TOPICS ARE CHOSEN BY LEARNER, UNDER GUIDANCE OF INSTRUCTOR, ON BASIS OF INTERESTS AND NEEDS OF LEARNER. SAMPLE TOPIC: DIFFERENCE BETWEEN RATE AS DEFINED IN PREVIOUS MODULES AND COMMERCIAL PROGRAMS OF "SPEED READING." | 00554011 00554012 00554013 00554014 00554015 00554016 00554017 00554018 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00554010 |
| *MATERIALS | NONE | 00554005 |
| *LEVEL | ALL GRADES | 00554008 |
| *GENERAL | ALL CANDIDATES | 00554007 |
| *HOURS | 1 1/2 | 00554006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00554022 00554023 |
| *FILE | RATE SEMINAR | 00554009 |

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| *OBJECTIVES | GIVEN SIMULATED DATA ON A CHILD'S ACCURACY RATE RATIO, LEARNER RECOMMENDS APPROPRIATE INSTRUCTION. | 00555016 00555017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00555018 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR THE DIAGNOSTIC IMPLICATIONS FOR RATE INSTRUCTION OF THE ACCURACY-RATE RATIO IN A CHILD'S READING (EX. LOW RATE SCORE AND LOW ACCURACY SCORE PROBABLY INDICATES A WORD RECOGNITION DIFFICULTY). | 00555011 00555012 00555013 00555014 00555015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00555010 |
| *MATERIALS | SIMULATED DATA OF CHILD'S ACCURACY-RATE RATIO. | 00555005 |
| *LEVEL | ALL GRADES | 00555008 |
| *GENERAL | ALL CANDIDATES | 00555007 |
| *HOURS | 1/4 | 00555006 |
| *EVALUATION | LEARNER CORRECTLY RECOMMENDS APPROPRIATE INSTRUCTION ON THE BASIS OF SIMULATED DATA REGARDING A CHILD'S ACCURACY-RATE RATIO. | 00555019 00555020 00555021 |
| *FILE | APPLICATION RATE COMPREHENSION DIAGNOSIS | 00555009 |

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*OBJECTIVES   GIVEN SIMULATED DATA ON A CHILD'S EYE MOVEMENT PATTERN AND  00556018
              HIS WORD RECOGNITION COMPETENCY, LEARNER RECOMMENDS        00556019
              EITHER WORD RECOGNITION HELP OR EYE TRAINING FOR CHILD     00556020
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY    00556021
              551.                                                       00556022
*EXPERIENCE   LEARNER LISTENS AS INSTRUCTOR DEVELOPS RELATIONSHIP        00556012
              BETWEEN EYE MOVEMENTS AND WORD RECOGNITION (IE FAULTY EYE  00556013
              MOVEMENTS USUALLY SIGNAL WORD RECOGNITION DIFFICULTY).     00556014
              LEARNER DISCUSSES WITH INSTRUCTOR WAYS TO DIAGNOSE RATE    00556015
              DIFFICULTY IN TERMS OF WHETHER A SLOW READER NEEDS HELP    00556016
              WITH EYE MOVEMENTS OR WITH WORD RECOGNITION.               00556017
*SETTING      SMALL GROUP (1-12 STUDENTS), COLLEGE                       00556011
*MATERIALS    SIMULATED DATA ON CHILD'S EYE MOVEMENT PATTERN AND HIS     00556005
              WORD RECOGNITION SKILLS.                                   00556006
*LEVEL        ALL GRADES                                                 00556009
*GENERAL      ALL CANDIDATES                                             00556008
*MODES        1/4                                                        00556007
*EVALUATION   LEARNER CORRECTLY RECOMMENDS EITHER WORD RECOGNITION HELP  00556023
              OR EYE TRAINING FOR PUPIL ON THE BASIS OF DIAGNOSING       00556024
              SIMULATED DATA.                                            00556025
*FILE         RATE  EYE MOVEMENTS  DIAGNOSIS                             00556010
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*OBJECTIVES   LEARNER LISTS FIVE WAYS IN WHICH CHILDREN CAN BE TAUGHT TO  00557017
              VARY RATE ACCORDING TO PURPOSE.                            00557018
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES                   00557019
*EXPERIENCE   LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR        00557012
              VARIOUS WAYS IN WHICH CHILDREN CAN BE TAUGHT TO VARY SPEED 00557013
              OF READING IN ACCORDANCE WITH PURPOSE.  VIEWS FILM CLIPS   00557014
              OF CHILDREN IN CLASSROOM SITUATIONS IN WHICH THEY ARE LED  00557015
              TO VARY SPEED ACCORDING TO PURPOSE.                        00557016
*SETTING      COLLEGE, SMALL GROUP                                       00557011
*MATERIALS    FILM CLIPS OF CHILDREN READING AT DIFFERENT RATES IN       00557005
              ACCORDANCE WITH PURPOSE                                    00557006
*LEVEL        ALL GRADES                                                 00557009
*GENERAL      ALL CANDIDATES                                             00557008
*MODES        1/3                                                        00557007
*EVALUATION   LEARNER LISTS FIVE WAYS IN WHICH CHILDREN CAN BE TAUGHT TO 00557020
              VARY RATE ACCORDING TO PURPOSE.                            00557021
*FILE         RATE  READING PURPOSE  INSTRUCTIONAL TECHNIQUES            00557010
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*OBJECTIVES   LEARNER LISTS FIVE INSTRUCTIONAL TECHNIQUES FOR            00558017
              DEVELOPING RATE OF COMPREHENSION.                          00558018
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES                   00558019
*EXPERIENCE   LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR        00558012
              TECHNIQUES OF INCREASING RATE OF COMPREHENSION, INCLUDING  00558013
              TECHNIQUES FOR IMPROVING EYE MOVEMENTS, PHASE READING,     00558014
              SKIMMING, SCANNING, TIMED READING, ETC.  SPECIFIC          00558015
              MATERIALS AND TECHNIQUES ARE DEMONSTRATED VIA FILM CLIPS.  00558016
*SETTING      SMALL GROUP (1-12 STUDENTS), COLLEGE                       00558011
*MATERIALS    FILM CLIPS SHOWING TEACHERS USING ABOVE TECHNIQUES TO      00558005
              DEVELOP RATE OF COMPREHENSION.                             00558006
*LEVEL        ALL GRADES                                                 00558009
*GENERAL      ALL CANDIDATES                                             00558008
*MODES        1/3                                                        00558007
*EVALUATION   LEARNER LISTS FIVE TECHNIQUES FOR DEVELOPING RATE OF       00558020
              COMPREHENSION.                                             00558021
*FILE         RATE  INSTRUCTIONAL TECHNIQUES  COMPREHENSION              00558010
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|---|---|---|
| *OBJECTIVES | LEARNER LISTS TWO TECHNIQUES FOR DEVELOPING RATE SKILLS IN | 00559017 |
| | BOTH FUNCTIONAL AND RECREATIONAL SETTINGS. | 00559018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY | 00559019 |
| | 550. | 00559020 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR | 00559012 |
| | TECHNIQUES FOR DEVELOPING RATE SKILLS IN CONJUNCTION WITH | 00559013 |
| | FUNCTIONAL AND RECREATIONAL READING. FILM CLIPS OF RATE | 00559014 |
| | INSTRUCTION BEING INTEGRATED INTO FUNCTIONAL AND | 00559015 |
| | RECREATIONAL SETTINGS ARE SHOWN. | 00559016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00559011 |
| *MATERIALS | FILM CLIPS OF RATE INSTRUCTION IN FUNCTIONAL AND | 00559005 |
| | RECREATIONAL SETTINGS | 00559006 |
| *LEVEL | ALL GRADES | 00559009 |
| *GENERAL | ALL CANDIDATES | 00559008 |
| *HOURS | 1/3 | 00559007 |
| *EVALUATION | LEARNER LISTS TWO TECHNIQUES FOR DEVELOPING RATE SKILLS IN | 00559021 |
| | BOTH FUNCTIONAL AND RECREATIONAL SETTINGS. | 00559022 |
| *FILE | RATE FUNCTIONAL READING RECREATIONAL READING | 00559010 |

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|---|---|---|
| *OBJECTIVES | LEARNER DIAGNOSES THE RATE SKILLS OF ONE PUPIL, AND | 00560014 |
| | TEACHES RATE TO THE CHILD ON THE BASIS OF THE RESULTS OF | 00560015 |
| | THE DIAGNOSIS. | 00560016 |
| *PREREQUSITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00560017 |
| *EXPERIENCE | LEARNER DIAGNOSIS THE RATE SKILLS OF ONE ELEMENTARY | 00560011 |
| | SCHOOL PUPIL AND WORKS WITH THE PUPIL IN A TUTORIAL | 00560012 |
| | SETTING TO IMPROVE THE CHILDES RATE SKILLS. | 00560013 |
| *SETTING | OTHER (SPECIFY) TUTORIAL, SCHOOL | 00560010 |
| *MATERIALS | NONE | 00560005 |
| *LEVEL | ALL GRADES | 00560008 |
| *GENERAL | ALL CANDIDATES | 00560007 |
| *HOURS | 2 | 00560006 |
| *EVALUATION | LEARNER CORRECTLY DIAGNOSE THE RATE SKILLS OF ONE PUPIL | 00560018 |
| | AND APPLIES THE TECHNIQUES DEVELOPED IN PREVIOUS MODULES | 00560019 |
| | TO TEACH THE CHILD RATE SKILLS. | 00560020 |
| *FILE | RATE SKILLS CLINICAL DIAGNOSIS | 00560009 |

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|---|---|---|
| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS RELATING TO RATE | 00561018 |
| | INSTRUCTION WHICH GO BEYOND THE SCOPE AND DEPTH OF | 00561019 |
| | PREVIOUS MODULES. | 00561020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00561021 |
| *EXPERIENCE | AS THEY COMPLETE THE CLINICAL ACTIVITIES, LEARNERS ENTER | 00561011 |
| | SEMINAR WHERE THEY DISCUSS AND READ ABOUT PROBLEMS OF | 00561012 |
| | RATE INSTRUCTION WHICH GO BEYOND THE SCOPE AND DEPTH OF | 00561013 |
| | PREVIOUS MODULES. TOPICS ARE CHOSEN BY THE LEARNER, UNDER | 00561014 |
| | GUIDANCE OF INSTRUCTOR, ON BASIS OF INTERESTS AND NEEDS OF | 00561015 |
| | LEARNER, SAMPLE TOPIC: THE EFFECTIVENESS OF PACING | 00561016 |
| | MACHINES IN RATE INSTRUCTION. | 00561017 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00561010 |
| *MATERIALS | NONE | 00561005 |
| *LEVEL | ALL GRADES | 00561008 |
| *GENERAL | ALL CANDIDATES | 00561007 |
| *HOURS | 1 1/2 | 00561006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH | 00561022 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00561023 |
| *FILE | RATE SEMINAR INSTRUCTION | 00561009 |

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| *OBJECTIVES | LEARNER LISTS THE POSSIBLE KINDS OF DIFFERENCIES WHICH MAY | 00562018 |
| | EXIST AMONG ELEMENTARY CHILDREN AS THEY RELATE TO READING | 00562019 |
| | INSTRUCTION. | 00562020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00562021 |
| *EXPERIENCE | LEARNER DISCUSSES WITH THE INSTRUCTOR THE MANY | 00562011 |
| | POSSIBILITIES OF INDIVIDUAL DIFFERENCIES IN READING WHICH | 00562012 |
| | CAN EXIST WITHIN A SINGLE ELEMENTARY CLASSROOM ( | 00562013 |
| | DIFFERENCIES IN CAPACITY, INSTRUCTIONAL LEVEL, SKILL NEEDS | 00562014 |
| | INTERESTS, HOME BACKGROUND, EXPERIENCIES, ETC.). THESE | 00562015 |
| | ARE LISTED BY STUDENT. USE OF DIAGNOSTIC DEVICES USED TO | 00562016 |
| | DETERMINE THESE DIFFERENCIES ARE REVIEWED. | 00562017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00562010 |
| *MATERIALS | NONE | 00562005 |
| *LEVEL | ALL GRADES | 00562008 |
| *GENERAL | ALL CANDIDATES | 00562007 |
| *HOURS | 1/4 | 00562006 |
| *EVALUATION | LEARNER LISTS TEN VARIABLES IN READING COMPETENCY WHICH | 00562022 |
| | MAY EXIST IN A SINGLE ELEMENTARY CLASSROOM. | 00562023 |
| *FILE | READING IND-DIFFERENCIES ORGANIZING FOR INSTRUC. | 00562009 |

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|---|---|---|
| *OBJECTIVES | LEARNER LISTS PARTICULAR INDIVIDUAL DIFFERENCIES IN | 00563016 |
| | READING WHICH EXIST AT EARLY ELEMENTARY AGE. | 00563017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00563018 |
| *EXPERIENCE | EARLY ELEMENTARY CANDIDATES MEET WITH INSTRUCTOR AND | 00563011 |
| | DISCUSS THE PARTICULAR INDIVIDUAL DIFFERENCIES IN READING | 00563012 |
| | WHICH ARE LIKELY TO EXIST AMONT PUPILS AT THE EARLY | 00563013 |
| | ELEMENTARY AGE. EMPHASIS IS ON READINESS. | 00563015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00563010 |
| *MATERIALS | NONE | 00563005 |
| *LEVEL | PRE-SCH.-K | 00563008 |
| *GENERAL | GENERALIST | 00563007 |
| *HOURS | 1/3 | 00563006 |
| *EVALUATION | LEARNER LISTS SEVEN PARTICULAR INDIVIDUAL DIFFERENCIES | 00563019 |
| | WHICH EXIST AT THE EARLY ELEMENTARY LEVEL. | 00563020 |
| *FILE | READING IND DIFF EARLY ELEM | 00563009 |

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|---|---|---|
| *OBJECTIVES | LEARNER LISTS PARTICULAR INDIVIDUAL DIFFERENCIES IN | 00564015 |
| | READING WHICH EXIST AT PRIMARY SCHOOL AGE. | 00564016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00564017 |
| *EXPERIENCE | PRIMARY SCHOOL CANDIDATES MEET WITH INSTRUCTOR AND DISCUSS | 00564011 |
| | THE PARTICULAR INDIVIDUAL DIFFERENCES IN READING WHICH | 00564012 |
| | ARE LIKELY TO EXIST AMONG PUPILS AT THE PRIMARY SCHOOL | 00564013 |
| | AGE. EMPHASIS IS ON READINESS. | 00564014 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00564010 |
| *MATERIALS | NONE | 00564005 |
| *LEVEL | GRADES 1-4 | 00564008 |
| *GENERAL | GENERALIST | 00564007 |
| *HOURS | 1/3 | 00564006 |
| *EVALUATION | LEARNER LISTS SEVEN PARTICULAR INDIVIDUAL DIFFERENCES | 00564018 |
| | WHICH EXIST AT THE PRIMARY LEVEL. | 00564019 |
| *FILE | READING IND DIFF PRIMARY SCHOOL | 00564009 |

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| BJECTIVES | STUDENT LISTS PAR ICULAR INDIVIDUAL DIFFERENCES IN | 00565015 |
| | READING WHICH EXIST AT MIDDLE SCHOOL AGE. | 00565016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00565017 |
| *EXPERIENCE | MIDDLE SCHOOL CANDIDATES MEET WITH INSTRUCTOR AND DISCUSS | 00565011 |
| | THE PARTICULAR INDIVIDUAL DIFFERENCIES IN READING WHICH | 00565012 |
| | ARE LIKELY TO EXIST AMONG PUPILS AT THE MIDDLE SCHOOL AGE. | 00565013 |

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|---|---|---|
| | EMPHASIS IS ON READINESS. | 00565014 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00565010 |
| *MATERIALS | NONE | 00565005 |
| *LEVEL | GRADES 5-8 | 00565008 |
| *GENERAL | GENERALIST | 00565007 |
| *HOURS | 1/3 | 00565006 |
| *EVALUATION | STUDENT LISTS SEVEN PARTICULAR INDIVIDUAL DIFFERENCES | 00565018 |
| | WHICH EXIST AT THE MIDDLE SCHOOL LEVEL. | 00565019 |
| *FILE | READING IND DIFF MIDDLE SCHOOL | 00565009 |

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| *OBJECTIVES | STUDENT LISTS FIVE INDIVIDUAL DIFFERENCES IN READING | 00566015 |
| | WHICH EXIST AT EACH OF THREE ELEMENTARY SCHOOL LEVELS. | 00566016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00566017 |
| *EXPERIENCE | READING SPECIALISTS MEET WITH INSTRUCTOR AND DISCUSS THE | 00566011 |
| | PARTICULAR INDIVIDUAL DIFFERENCES IN READING WHICH ARE | 00566012 |
| | LIKELY TO EXIST AT EACH OF THE THREE ELEMENTARY SCHOOL | 00566013 |
| | LEVELS (EARLY ELEMENTARY, PRIMARY, MIDDLE SCHOOL). | 00566014 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00566010 |
| *MATERIALS | BLANK | 00566005 |
| *LEVEL | ALL GRADES | 00566008 |
| *GENERAL | SPECIALIST | 00566007 |
| *HOURS | 1/3 | 00566006 |
| *EVALUATION | STUDENT LISTS FIVE INDIVIDUAL DIFFERENCES IN READING | 00566018 |
| | WHICH EXIST AT EACH OF THE THREE ELEMENTARY SCHOOL LEVELS. | 00566019 |
| *FILE | READING IND DIFF READING SPEC. | 00566009 |

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| *OBJECTIVES | LEARNER COMPLETES STUDY GUIDE NOTING PRACTICES DEPICTED | 00567018 |
| | IN THE FILM WHICH ARE NOT COMPATIBLE WITH THE CONCEPT OF | 00567019 |
| | INDIVIDUAL DIFFERENCIES. | 00567020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00567021 |
| *EXPERIENCE | LEARNER VIEWS FILM WHICH DEPICTS READING PRACTICES WHICH | 00567012 |
| | ARE PREDICATED UPON THE ASSUMPTION THAT CHILDREN OF A | 00567013 |
| | CERTAIN AGE OR GRADE ARE ALL ALIKE. USING A STUDY GUIDE | 00567014 |
| | PREPARED BY THE INSTRUCTOR, THE LEARNER NOTES THOSE | 00567015 |
| | PRACTICES WHICH ARE NOT COMPATIBLE WITH PREVIOUS | 00567016 |
| | EXPERIENCES CONCERNING INDIVIDUAL DIFFERENCIES. | 00567017 |
| *SETTING | LARGE GROUP, COLLEGE | 00567011 |
| *MATERIALS | FILM OF READING PRACTICES BASED UPON ≠LOCK-STOP≠ CONCEPT | 00567005 |
| | OF INSTRUCTION. STUDY GUIDE | 00567006 |
| *LEVEL | ALL GRADES | 00567009 |
| *GENERAL | ALL CANDIDATES | 00567008 |
| *HOURS | 1/3 | 00567007 |
| *EVALUATION | LEARNER COMPLETES STUDY GUIDE NOTING PRACTICES DEPICTED IN | 00567022 |
| | THE FILM WHICH ARE NOT COMPATIBLE WITH THE CONCEPT OF | 00567023 |
| | IND. DIFFERENCES. | 00567024 |
| *FILE | READING IND DIFFERENCIES INSTRUCTIONAL PRACTICES | 00567010 |

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| *OBJECTIVES | LEARNER LISTS THEORETICAL ALTERNATIVES TO THE ≠LOCK-STEP≠ | 00568015 |
| | APPROACH TO READING INSTRUCTION. | 00568016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY | 00568017 |
| | 567. | 00568018 |
| *EXPERIENCE | EARLY ELEMENTARY CANDIDATES MEET WITH INSTRUCTOR TO | 00568011 |
| | DISCUSS THE IMPLICATIONS FOR EARLY ELEMENTARY OF THE FILM | 00568012 |
| | SHOWN IN THE PREVIOUS MODULE. METHODS FOR ESCAPING THE | 00568013 |
| | ≠LOCK-STEP≠ IN READING ARE DISCUSSED. | 00568014 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00568010 |
| *MATERIALS | NONE | 00568005 |
| *LEVEL | PRE-SCH.-K | 00568008 |

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*GENERAL        GENERALIST                                                    00568007
*HOURS          1/2                                                           00568006
*EVALUATION     LEARNER LISTS TWO THEORETICAL ALTERNATIVES TO THE             00568019
                ≠LOCK-STEP≠ APPROACH TO READING INSTRUCTION.                  00568020
*FILE           READING  IND DIFF  ORGANIZING FOR INSTRUC.                    00568009
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*OBJECTIVES     LEARNER LISTS THEORETICAL ALTERNATIVES TO THE ≠LOCK-STEP≠     00569015
                APPROACH TO READING INSTRUCTION.                              00569016
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY       00569017
                567.                                                          00569018
*EXPERIENCE     PRIMARY SCHOOL CANDIDATES MEET WITH INSTRUCTOR TO DISCUSS     00569011
                THE IMPLICATIONS FOR PRIMARY LEVEL INSTRUCTION OF THE FILM    00569012
                SHOWN IN THE PREVIOUS MODULE.  METHODS FOR ESCAPING THE       00569013
                ≠LOCK-STEP≠ IN READING ARE DISCUSSED.                         00569014
*SETTING        SMALL GROUP (1-12 STUDENTS), COLLEGE                          00569010
*MATERIALS      NONE                                                          00569005
*LEVEL          GRADES 1-4                                                    00569008
*GENERAL        GENERALIST                                                    00569007
*HOURS          1/2                                                           00569006
*EVALUATION     LEARNER LISTS TWO THEORETICAL ALTERNATIVES TO THE ≠LOCK-      00569020
                STEP≠ APPROACH TO READING INSTRUCTION.                        00569021
*FILE           READING  IND DIFF  ORGANIZING FOR INSTRUC.                    00569009
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*OBJECTIVES     LEARNER LISTS THEORETICAL ALTERNATIVES TO THE ≠LOCK-STEP≠     00569015
                APPROACH TO READING INSTRUCTION.                              00569016
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY       00569017
                567.                                                          00569018
*EXPERIENCE     PRIMARY SCHOOL CANDIDATES MEET WITH INSTRUCTOR TO DISCUSS     00569011
                THE IMPLICATIONS FOR PRIMARY LEVEL INSTRUCTION OF THE FILM    00569012
                SHOWN IN THE PREVIOUS MODULE.  METHODS FOR ESCAPING THE       00569013
                ≠LOCK-STEP≠ IN READING ARE DISCUSSED.                         00569014
*SETTING        SMALL GROUP (1-12 STUDENTS), COLLEGE                          00569010
*MATERIALS      NONE                                                          00569005
*LEVEL          GRADES 1-4                                                    00569008
*GENERAL        GENERALIST                                                    00569007
*HOURS          1/2                                                           00569006
*EVALUATION     LEARNER LISTS TWO THEORETICAL ALTERNATIVES TO THE ≠LOCK-      00569019
                STEP≠ APPROACH TO READING INSTRUCTION.                        00569020
*FILE           READING  IND DIFF  ORGANIZING FOR INSTRUC.                    00569009
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*OBJECTIVES     LEARNER LISTS THEORETICAL ALTERNATIVES TO THE ≠LOCK-STEP≠     00570015
                APPROACH TO READING INSTRUCTION.                              00570016
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY       00570017
                567.                                                          00570018
*EXPERIENCE     MIDDLE SCHOOL CANDIDATES MEET WITH INSTRUCTOR TO DISCUSS      00570011
                THE IMPLICATIONS MIDDLE SCHOOL OF THE FILM SHOWN IN THE       00570012
                PREVIOUS MODULE.  METHODS FOR ESCAPING THE ≠LOCK-STEP≠ IN     00570013
                READING ARE DISCUSSED.                                        00570014
*SETTING        SMALL GROUP (1-12 STUDENTS), COLLEGE                          00570010
*MATERIALS      NONE                                                          00570005
*LEVEL          GRADES 5-8                                                    00570008
*GENERAL        GENERALIST                                                    00570007
*HOURS          1/2                                                           00570006
*EVALUATION     LEARNER LISTS TWO THEORETICAL ALTERNATIVES TO THE ≠LOCK-      00570019
                STEP≠ APPROACH TO READING INSTRUCTION.                        00570020
*FILE           READING  IND DIFF  ORGANIZING FOR INSTRUC.                    00570009
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*OBJECTIVES    LEARNER LISTS THEORETICAL ALTERNATIVES TO THE ≠LOCK-STEP≠ 00571015
               APPROACH TO READING INSTRUCTION.                          00571016
*PREREQUISITE  SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY   00571017
               567.                                                      00571018
*EXPERIENCE    READING SPECIALISTS CANDIDATES MEET WITH INSTRUCTOR TO     00571011
               DISCUSS THE IMPLICATIONS FOR ALL LEVELS OF INSTRUCTION    00571012
               SHOWN IN THE PREVIOUS MODULE. METHODS FOR ESCAPING THE    00571013
               ≠LOCK-STEP≠ IN READING ARE DISCUSSED.                     00571014
*SETTING       SMALL GROUP (1-12 STUDENTS), COLLEGE                      00571010
*MATERIALS     NONE                                                      00571005
*LEVEL         ALL GRADES                                                00571008
*GENERAL       SPECIALIST                                                00571007
*HOURS         1/2                                                       00571006
*EVALUATION    LEARNER LISTS TWO THEORETICAL ALTERNATIVES TO THE ≠LOCK-  00571019
               STEP≠ APPROACH TO READING INSTRUCTION.                    00571020
*FILE          READING  IND DIFF  ORGANIZING FOR INSTRUC,                00571009
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*OBJECTIVES    LEARNER LISTS THE ADVANTAGES AND DISADVANTAGES OF VARIOUS 00572019
               ATTEMPTS TO ORGANIZE THE SCHOOL TO MEET INDIVIDUAL        00572020
               DIFFERENCES.                                              00572021
*PREREQUISITE  SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                00572022
*EXPERIENCE    LEARNER VIEWS FILM WHICH DEVELOPS HISTORICALLY THE        00572012
               ATTEMPTS THAT HAVE BEEN MADE TO ORGANIZE THE ELEMENTARY   00572013
               SCHOOL TO MEET INDIVIDUAL DIFFERENCES. FILM INCLUES THE   00572014
               THEORETICAL BASE, CHARACTERISTICS, ADVANTAGES, AND        00572015
               DISADVANTAGES OF HOMOGENEOUS READING GROUPS,              00572016
               INDIVIDUALIZED READINGS AS AN ORGANIZATIONAL PATTERN, THE 00572017
               JOPLIN PLAN, NON-GRADED SCHOOLS, TEAM TEACHING, ETC.      00572018
*SETTING       LARGE GROUP,  COLLEGE                                     00572011
*MATERIALS     FILM ON THE HISTORY OF ORGANIZATIONAL PATTERNS TO MEET    00572005
               READING DIFFERENCES                                       00572006
*LEVEL         ALL GRADES                                                00572009
*GENERAL       ALL CANDIDATES                                            00572008
*HOURS         2/3                                                       00572007
*EVALUATION    LEARNER LISTS CORRECTLY THREE ADVANTAGES AND THREE        00572023
               DISADVANTAGES OF EACH ORGANIZATIONAL PATTERN DEVELOPED IN 00572024
               THE FILM.                                                 00572025
*FILE          READING  IND DIFF  ORG. FOR INSTRUCTION                   00572010
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*OBJECTIVES    LEARNER CONSTRUCTS KIT OF INFORMAL READING INVENTORY      00573019
               MATERIALS WHICH HE CAN USE WITH EARLY ELEMENTARY CHILDREN.00573020
*PREREQUISITE  SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                00573021
*EXPERIENCE    IN PREPARATION FOR DIAGNOSING CLASSES TO DETERMINE        00573011
               INDIVIDUAL DIFFERENCES, EARLY ELEM. CANDIDATES COLLECTS   00573012
               THE DIAGNOSTIC MATERIAL HE HAS ACCUMULATED IN PREVIOUS    00573013
               MODULES AND ORGANIZES IT INTO A USABLE KIT OF INFORMAL    00573014
               INCIDENT THE STUDENT DECIDES, IN LIGHT OF THE PARTICULAR  00573015
               DIAGNOSTIC TOOLS IN CLINICAL AND INTERNSHIP SITUATIONS.   00573016
               EMPHASIS IS ON MATERIAL PARTICULARLY APPROPRIATE FOR EARLY 00573017
               ELEMENTARY CHILDREN.                                      00573018
*SETTING       INDEPENDENT,  COLLEGE                                     00573010
*MATERIALS     DIAGNUSTIC MATERIALS LEARNER HAS COLLECTED                00573005
*LEVEL         PRE-SCH.-K                                                00573008
*GENERAL       GENERALIST                                                00573007
*HOURS         1                                                         00573006
*EVALUATION    LEARNER CONSTRUCTS KIT OF INFORMAL READING INVENTORY      00573022
               MATERIALS WHICH WOULD BE USABLE IN DIAGNOSING READING     00573023
               NEEDS (IND. DIFFERENCES) OF EARLY ELEMENTARY PUPILS.      00573024
*FILE          DIAGNOSIS [illegible] DIFF  EARLY ELEM.                   00573009
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|---|---|---|
| *OBJECTIVES | LEARNER CONSTRUCTS KIT OF INFORMAL READING INVENTORY | 00574019 |
| | MATERIALS WHICH HE CAN USE WITH PRIMARY CHILDREN. | 00574020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00574021 |
| *EXPERIENCE | IN PREPARATION FOR DIAGNOSING CLASSES TO DETERMINE | 00574011 |
| | INDIVIDUAL DIFFERENCES, PRIMARY CNADIDATES COLLECTS THE | 00574012 |
| | DIAGNOSTIC MATERIALS HE HAS ACCUMULATED IN PREVIOUS | 00574013 |
| | MODULES AND ORGANIZES IT INTO A USABLE KIT OF INFORMAL | 00574014 |
| | READING INVENTORY MATERIALS WHICH HE CAN USE AS DIAGNOSTIC | 00574015 |
| | TOOLS IN CLINICAL AND INTERNSHIP SITUATIONS. EMPHASIS IS | 00574016 |
| | ON MATERIAL PARTICULARLY APPROPRIATE FOR PRIMARY LEVEL | 00574017 |
| | CHILDREN. | 00574018 |
| *SETTING | INDEPENDENT, COLLEGE | 00574010 |
| *MATERIALS | DIAGNOSTIC MATERIALS LEARNER HAS COLLECTED | 00574005 |
| *LEVEL | GRADES 1-4 | 00574008 |
| *GENERAL | GENERALIST | 00574007 |
| *HOURS | 1 | 00574006 |
| *EVALUATION | LEARNER CONSTRUCTS KIT OF INFORMAL READING INVENTORY | 00574022 |
| | MATERIALS WHICH WOULD BE USABLE IN DIAGNOSING READING | 00574023 |
| | NEEDS (IND. DIFFERENCES) OF PRIMARY PUPILS. | 00574024 |
| *FILE | COMPREHENSION DIAGNOSIS IND DIFF PRIMARY SCHOOL | 00574009 |

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| *OBJECTIVES | LEARNER CONSTRUCTS KIT OF INFORMAL READING INVENTORY | 00525019 |
| | MATERIALS WHICH HE CAN USE WITH MIDDLE SCHOOL CHILDREN. | 00525020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00525021 |
| *EXPERIENCE | IN PREPARATION FOR DIAGNOSING CLASSES TO DETERMINE | 00525011 |
| | INDIVIDUAL DIFFERENCES, MIDDLE SCHOOL CANDIDATES COLLECTS | 00525012 |
| | THE DIAGNOSTIC MATERIAL HE HAS ACCUMULATED IN PREVIOUS | 00525013 |
| | MODULES AND ORGANIZES IT INTO A USABLE KIT OF INFORMAL | 00525014 |
| | READING INVENTORY MATERIALS WHICH HE CAN USE AS DIAGNOSTIC | 00525015 |
| | TOOLS IN CLINICAL AND INTERNSHIP SITUATIONS. EMPHASIS IS | 00525016 |
| | ON MATERIAL PARTICULARLY APPROPRIATE FOR MIDDLE SCHOOL | 00525017 |
| | CHILDREN. | 00525018 |
| *SETTING | INDEPENDENT, COLLEGE | 00525010 |
| *MATERIALS | DIAGNOSTIC MATERIALS LEARNER HAS COLLECTED | 00525005 |
| *LEVEL | GRADES 5-8 | 00525008 |
| *GENERAL | GENERALIST | 00525007 |
| *HOURS | 1 | 00525006 |
| *EVALUATION | LEARNER CONSTRUCTS KIT OF INFORMAL READING INVENTORY | 00525022 |
| | MATERIALS WHICH WOULD BE USABLE IN DIAGNOSING READING | 00525023 |
| | NEEDS (IND. DIFFERENCES) OF MIDDLE SCHOOL PUPILS. | 00525024 |
| *FILE | COMPREHENSION DIAGNOSIS IND DIFF MIDDLE SCHOOL | 00525009 |

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| *OBJECTIVES | LEARNER CONSTRUCTS KIT OF INFORMAL READING INVENTORY | 00576019 |
| | MATERIALS WHICH HE CAN USE WITH ALL LEVELS OF CHILDREN. | 00576020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00576021 |
| *EXPERIENCE | IN PREPARATION FOR DIAGNOSING CLASSES TO DETERMINE | 00576011 |
| | INDIVIDUAL DIFFERENCES, READING SPECIALISTS CANDIDATES | 00576012 |
| | COLLECTS THE DIAGNOSTIC MATERIAL HE HAS ACCUMULATED IN | 00576013 |
| | PREVIOUS MODULES AND ORGANIZES IT INTO A USABLE KIT OF | 00576014 |
| | INFORMAL READING INVENTORY MATERIALS WHICH HE CAN USE AS | 00576015 |
| | DIAGNOSTIC TOOLS IN CLINICAL AND INTERNSHIP SITUATIONS. | 00576016 |
| | EMPHASIS IS ON MATERIAL APPROPRIATE FOR ALL LEVELS OF | 00576017 |
| | SCHOOLING. | 00576018 |
| *SETTING | INDEPENDENT, COLLEGE | 00576010 |
| *MATERIALS | DIAGNOSTIC MATERIALS LEARNER HAS COLLECTED | 00576005 |
| *LEVEL | ALL GRADES | 00576008 |
| *GENERAL | SPECIALIST | 00576007 |

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| *HOURS | 1 | 00576006 |
| *EVALUATION | LEARNER CONSTRUCTS KIT OF INFORMAL READING INVENTORY MATERIALS WHICH WOULD BE USABLE IN DIAGNOSING READING NEEDS (IND. DIFFERENCES) OF ALL PUPILS ON ALL LEVELS OF SCHOOLING, | 00576022<br>00576023<br>00576024<br>00576025 |
| *FILE | COMPREHENSION DIAGNOSIS IND DIFF READING SPECIALISTS | 00576009 |

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| *OBJECTIVES | READS ABOUT AND DISCUSSES PROBLEMS OF INDIVIBUAL DIFFERENCIES IN READING WHICH GO BEYOND THE SCOPE AND DEPTH OF PREVIOUS MODULES, | 00577019<br>00577020<br>00577021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, | 00577022 |
| *EXPERIENCE | AS THEY COMPLETE THEIR INFORMAL INVENTORY KIT OF MATERIALS (MODULES TO), LEARNERS ENTER SEMINAR TO DISCUSS AND READ ABOUT PROBLEMS OF INDIVIDUAL DIFFERENCES AND ORGANIZING FOR INSTRUCTION WHICH GO BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES, TOPICS SELECTED BY LEARNER, UNDER SUPERVISION OF INSTRUCTOR, AND ARE BASED UPON NEEDS + INTERESTS OF THE LEARNER. SAMPLE TOPIC: IMPLICATIONS OF PSYCHO-LINGUISTICS FOR ORGANIZING READING INSTRUCTION. | 00577011<br>00577012<br>00577013<br>00577014<br>00577015<br>00577016<br>00577017<br>00577018 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00577010 |
| *MATERIALS | NONE | 00577005 |
| *LEVEL | ALL GRADES | 00577008 |
| *GENERAL | ALL CANDIDATES | 00577007 |
| *HOURS | 1 1/2 | 00577006 |
| *EVALUATION | SPEAKS TO THE TOPIC AT LEAST ONCE DURING EVERY SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00577023<br>00577024 |
| *FILE | READING INDIVIDUAL DIFFERENCES SEMINAR | 00577009 |

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| *OBJECTIVES | GIVEN SIMULATED DIAGNOSTIC DATA OF THE READING NEEDS OF ONE CLASS, LEARNER ORGANIZES THAT CLASS INTO INSTRUCTIONAL GROUPS AND PLANS A HYPOTHETICAL READING SCHEDULE FOR ONE WEEK. | 00578020<br>00578021<br>00578022<br>00578023 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00578024 |
| *EXPERIENCE | INSTRUCTOR DEVELOPS APPROACH TO INDIVIDUAL DIFFERENCES WHICH IS ALTERNATIVE TO SCHOOL-WIDE ORGANIZATIONAL PLANS OF MODULE. LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR. EMPHASIS IS PLACED UPON DIAGNOSTIC TEACHER WHO FIRST ESTABLISHES WHAT DIFFERENCES HE HAS IN HIS CLASS THEN ORGANIZES FOR INSTRUCTION IN LIGHT OF THE DIAGNOSIS, USING GROUPS AS MUCH AS POSSIBLE FOR THE SAKE OF EFFICIENCY. INSTRUCTOR DEMONSTRATES ORGANIZATION USING SIMULATED DATA. | 00578011<br>00578012<br>00578013<br>00578014<br>00578015<br>00578016<br>00578017<br>00578018<br>00578019 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00578010 |
| *MATERIALS | SIMULATED DATA OF CLASS INDIVIDUAL DIFFERENCES IN READING. | 00578005 |
| *LEVEL | ALL GRADES | 00578008 |
| *GENERAL | ALL CANDIDATES | 00578007 |
| *HOURS | 2/3 | 00578006 |
| *EVALUATION | LEARNER ORGANIZES HYPOTHETICAL CLASS INTO INSTRUCTIONAL GROUPS AND PLANS AN INSTRUCTIONAL SCHEDULE OF READING FOR ONE WEEK. | 00578025<br>00578026<br>00578027 |
| *FILE | APPLICATION READING IND DIFF ORGANIZING FOR INSTRUCT. | 00578009 |

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| *OBJECTIVES | LEARNER ORGANIZES A HYPOTHETICAL EARLY ELEMENTARY CLASS INTO INSTRUCTIONAL GROUPS AND PLAN A HYPOTHETICAL READING SCHEDULE FOR ONE WEEK. | 00579018<br>00579019<br>00579020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00579021 |
| *EXPERIENCE | EARLY ELEMENTARY CANDIDATES MEET WITH INSTRUCTOR AND DISCUSS THE ORGANIZATION FOR INSTRUCTION OF READING IN AN | 00579012<br>00579013 |

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| | EARLY ELEMENTARY CLASS. PRINCIPLES OF PREVIOUS MODULE 578 ARE DRAWN UPON AND APPLIED TO EARLY ELEMENTARY SITUATION. SIMULATED DATA IS AGAIN USED, AND LEARNER ORGANIZES THE HYPOTHETICAL CLASS FOR INSTRUCTION. | 00579014<br>00579015<br>00579016<br>00579017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00579011 |
| *MATERIALS | SIMULATED DATA OF INDIVIDUAL DIFFERENCES OF AN EARLY ELEMENTARY CLASS. | 00579005<br>00579006 |
| *LEVEL | PRE-SCH.-K | 00579009 |
| *GENERAL | GENERALIST | 00579008 |
| *HOURS | 1/3 | 00579007 |
| *EVALUATION | LEARNER ORGANIZES HYPOTHETICAL EARLY ELEMENTARY CLASS INTO INSTRUCTIONAL GROUPS AND PLANS INSTRUCTIONAL SCHEDULE OF READING FOR ONE WEEK. | 00579022<br>00579023<br>00579024 |
| *FILE | READING IND DIFF ORGANIZING FOR INSTRUCTION EARLY ELEM. | 00579010 |

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| *OBJECTIVES | LEARNER ORGANIZES A HYPOTHETICAL PRIMARY SCHOOL CLASS INTO INSTRUCTIONAL GROUPS AND PLANS A HYPOTHETICAL READING SCHEDULE FOR ONE WEEK. | 00580019<br>00580020<br>00580021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00580022 |
| *EXPERIENCE | PRIMARY SCHOOL CANDIDATES MEET WITH INSTRUCTOR AND DISCUSS THE ORGANIZATION FOR INSTRUCTION OF READING IN A PRIMARY SCHOOL CLASS. PRINCIPLES OF MODULE 578 ARE DRAWN UPON AND APPLIED TO PRIMARY SCHOOL SITUATION. SIMULATED DATA IS AGAIN USED, AND LEARNER ORGANIZES THE HYPOTHETICAL CLASS FOR INSTRUCTION. | 00580013<br>00580014<br>00580015<br>00580016<br>00580017<br>00580018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00580012 |
| *MATERIALS | SIMULATED DATA OF INDIVIDUAL DIFFERENCES OF AN PRIMARY SCHOOL CLASS. | 00580005<br>00580006 |
| *LEVEL | GRADES 1-4 | 00580009 |
| *GENERAL | GENERALIST | 00580008 |
| *HOURS | 1/3 | 00580007 |
| *EVALUATION | LEARNER ORGANIZES HYPOTHETICAL PRIMARY SCHOOL CLASS INTO INSTRUCTIONAL GROUPS AND PLANS INSTRUCTIONAL SCHEDULE OF READING FOR ONE WEEK. | 00580023<br>00580024<br>00580025 |
| *FILE | READING IND DIFF ORGANIZING FOR INSTRUCTION PRIMARY SCHOOL | 00580010<br>00580011 |

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| *OBJECTIVES | LEARNER ORGANIZES A HYPOTHETICAL MIDDLE SCHOOL CLASS INTO INSTRUCTIONAL GROUPS AND PLANS A HYPOTHETICAL READING SCHEDULE FOR ONE WEEK. | 00581020<br>00581021<br>00581022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00581023 |
| *EXPERIENCE | MIDDLE SCHOOL CN | 00581013 |
| *EXPERIENCE | MIDDLE SCHOOL CANDIDATES MEET WITH INSTRUCTOR AND DISCUSS THE ORGANIZATION FOR INSTRUCTION OF READING IN A MIDDLE SCHOOL CLASS. PRINCIPLES OF MODULE 578 ARE DRAWN UPON AND APPLIED TO MIDDLE SCHOOL SITUATION. SIMULATED DATA IS AGAIN USED, AND LEARNER ORGANIZES THE HYPOTHETICAL CLASS FOR INSTRUCTION. | 00581014<br>00581015<br>00581016<br>00581017<br>00581018<br>00581019 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00581012 |
| *MATERIALS | SIMULATED DATA OF INDIVIDUAL DIFFERENCES OF A MIDDLE SCHOOL CLASS. | 00581005<br>00581006 |
| *LEVEL | GRADES 5-8 | 00581009 |
| *GENERAL | GENERALIST | 00581008 |
| *HOURS | 1/3 | 00581007 |
| *EVALUATION | LEARNER ORGANIZES HYPOTHETICAL MIDDLE SCHOOL CLASS INTO INSTRUCTIONAL GROUPS AND PLANS INSTRUCTIONAL SCHEDULE OF READING FOR ONE WEEK. | 00581024<br>00581025<br>00581026 |
| *FILE | READING IND DIFF ORGANIZING FOR INSTRUCTION MIDDLE SCHOOL | 00581010<br>00581011 |

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| *OBJECTIVES | LEARNER ORGANIZES A HYPOTHETICAL CLASS INTO INSTRUCTIONAL GROUPS AND PLANS A HYPOTHETICAL READING SCHEDULE FOR ONE WEEK. | 00582019<br>00582020<br>00582021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00582022 |
| *EXPERIENCE | READING SPECIALISTS CANDIDATES MEET WITH INSTRUCTOR AND DISCUSS THE ORGANIZATION FOR INSTRUCTION OF READING IN ALL CLASS LEVELS FOR READING SPECIALISTS. PRINCIPLES OF MODULE 578 ARE DRAWN UPON AND APPLIED TO ALL LEVELS IN SCHOOL SITUATIONS. SIMULATED DATA IS AGAIN USED, AND LEARNER ORGANIZES THE HYPOTHETICAL CLASS FOR INSTRUCTION. | 00582013<br>00582014<br>00582015<br>00582016<br>00582017<br>00582018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00582012 |
| *MATERIALS | SIMULATED DATA OF INDIVIDUAL DIFFERENCES OF A ELEMENTARY, MIDDLE OR PRIMARY CLASS. | 00582005<br>00582006 |
| *LEVEL | ALL GRADES | 00582009 |
| *GENERAL | SPECIALIST | 00582008 |
| *HOURS | 1/3 | 00582007 |
| *EVALUATION | LEARNER ORGANIZES HYPOTHETICAL CLASS INTO INSTRUCTIONAL GROUPS AND PLANS INSTRUCTIONAL SCHEDULE OF READING FOR ONE WEEK. | 00582023<br>00582024<br>00582025 |
| *FILE | READING IND DIFF ORGANIZING FOR INSTRUCTION READING SPECIALISTS | 00582010<br>00582011 |

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| *OBJECTIVES | COMPLETES GUIDED OBSERVATION FORM RELATED TO ORGANIZING FOR READING INSTRUCTION. | 00583015<br>00583016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 562 TO 578 | 00583017<br>00583018 |
| *EXPERIENCE | LEARNER VISITS EARLY ELEMENTARY CLASSROOMS AND OBSERVES THE MANNER IN WHICH CLASSES HAVE BEEN ORGANIZED FOR READING INSTRUCTION AND QUESTIONS TEACHERS TO DETERMINE THE CRITERIA WHICH HAS BEEN USED TO ORGANIZE. | 00583011<br>00583012<br>00583013<br>00583014 |
| *SETTING | INDEPENDENT, SCHOOL | 00583010 |
| *MATERIALS | NONE | 00583005 |
| *LEVEL | PRE-SCH.-K | 00583008 |
| *GENERAL | GENERALIST | 00583007 |
| *HOURS | 2 | 00583006 |
| *EVALUATION | COMPLETES GUIDED OBSERVATION FORM RELATED TO ORGANIZING FOR READING INSTRUCTION. | 00583019<br>00583020 |
| *FILE | READING ORGANIZING FOR INSTRUCT CLINICAL | 00583009 |

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| *OBJECTIVES | COMPLETES GUIDED OBSERVATION FORM RELATED TO ORGANIZING FOR READING INSTRUCTION. | 00584015<br>00584016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 562 TO 578 | 00584017<br>00584018 |
| *EXPERIENCE | LEARNER VISITS PRIMARY SCHOOL CLASSROOMS AND OBSERVES THE MANNER IN WHICH CLASSES HAVE BEEN ORGANIZED FOR READING INSTRUCTION AND QUESTIONS TEACHERS TO DETERMINE THE CRITERIA WHICH HAS BEEN USED TO ORGANIZE. | 00584011<br>00584012<br>00584013<br>00584014 |
| *SETTING | INDEPENDENT, SCHOOL | 00584010 |
| *MATERIALS | NONE | 00584005 |
| *LEVEL | GRADES 1-4 | 00584008 |
| *GENERAL | GENERALIST | 00584007 |
| *HOURS | 2 | 00584006 |
| *EVALUATION | COMPLETES GUIDED OBSERVATION FORM RELATED TO ORGANIZING FOR READING INSTRUCTION. | 00584019<br>00584020 |
| *FILE | READING ORGANIZING FOR INSTRUCT CLINICAL | 00584009 |

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| *OBJECTIVES | COMPLETES GUIDED OBSERVATION FORM RELATED TO ORGANIZING FOR READING INSTRUCTION. | 00585015 00585016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 562 TO 578 | 00585017 00585018 |
| *EXPERIENCE | LEARNER VISITS MIDDLE SCHOOL CLASSROOMS AND OBSERVES THE MANNER IN WHICH CLASSES HAVE BEEN ORGANIZED FOR READING INSTRUCTION AND QUESTIONS, TEACHERS TO DETERMINE THE CRITERIA WHICH HAS BEEN USED TO ORGANIZE. | 00585011 00585012 00585013 00585014 |
| *SETTING | INDEPENDENT, SCHOOL | 00585010 |
| *MATERIALS | NONE | 00585005 |
| *LEVEL | GRADES 5-8 | 00585008 |
| *GENERAL | GENERALIST | 00585007 |
| *HOURS | 2 | 00585006 |
| *EVALUATION | COMPLETES GUIDED OBSERVATION FORM RELATED TO ORGANIZING FOR READING INSTRUCTION. | 00585019 00585020 |
| *FILE | READING ORGANIZING FOR INSTRUCT CLINICAL | 00585009 |

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| *OBJECTIVES | COMPLETES GUIDED OBSERVATION FORM RELATED TO ORGANIZING FOR READING INSTRUCTION. | 00586016 00586017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 562 TO 578 | 00586018 00586019 |
| *EXPERIENCE | LEARNER VISITS MANY CLASSROOMS AT ALL LEVELS AND OBSERVES THE MANNER IN WHICH CLASSES HAVE BEEN ORGANIZED FOR READING INSTRUCTION AND QUESTIONS TEACHERS TO DETERMINE THE CRITERIA WHICH HAS BEEN USED TO ORGANIZE FOR READING SPECIALISTS. | 00586011 00586012 00586013 00586014 00586015 |
| *SETTING | INDEPENDENT, SCHOOL | 00586010 |
| *MATERIALS | NONE | 00586005 |
| *LEVEL | ALL GRADES | 00586008 |
| *GENERAL | ALL CANDIDATES | 00586007 |
| *HOURS | 2 | 00586006 |
| *EVALUATION | COMPLETES GUIDED OBSERVATION FORM RELATED TO ORGANIZING FOR READING INSTRUCTION. | 00586020 00586021 |
| *FILE | READING ORGANIZING FOR INSTRUCT CLINICAL | 00586009 |

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| *OBJECTIVES | LEARNER DIAGNOSES READING NEEDS OF ONE EARLY ELEMENTARY CLASS AND ORGANIZES THE CLASS FOR READING INSTRUCTION. | 00587016 00587017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 573. | 00587018 00587019 |
| *EXPERIENCE | USING INFORMAL READING INVENTORY MATERIAL ORGANIZED IN MODULE V-6, LEARNER DIAGNOSES READING NEEDS OF ONE EARLY ELEMENTARY CLASSROOM AND ORGANIZES THE CLASS FOR INSTRUCTION. | 00587012 00587013 00587014 00587015 |
| *SETTING | INDEPENDENT, SCHOOL | 00587011 |
| *MATERIALS | INFORMAL READING INVENTORY MATERIALS, EARLY ELEMENTARY CLASS | 00587005 00587006 |
| *LEVEL | PRE-SCH,-K | 00587009 |
| *GENERAL | GENERALIST | 00587008 |
| *HOURS | 2 | 00587007 |
| *EVALUATION | LEARNER DIAGNOSES READING NEEDS OF ONE EARLY ELEMENTARY CLASS AND ORGANIZES THE CLASS FOR READING INSTRUCTION. | 00587020 00587021 |
| *FILE | READING ORGANIZING FOR INSTRUCTION CLINICAL | 00587010 |

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| *OBJECTIVES | LEARNER DIAGNOSES READING NEEDS OF ONE PRIMARY SCHOOL CLASS AND ORGANIZES THE CLASS FOR READING INSTRUCTION. | 00588014 00588015 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 573. | 00588016 00588017 |
| *EXPERIENCE | USING INFORMAL READING INVENTORY MATERIAL ORGANIZED IN | 00588011 |

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                MODULE 573, LEARNER DIAGNOSES READING NEEDS OF ONE PRIMARY      00588012
                SCHOOL CLASSROOM AND ORGANIZES THE CLASS FOR INSTRUCTION.       00588013
*SETTING        INDEPENDENT, SCHOOL                                             00588010
*MATERIALS      INFORMAL READING INVENTORY MATERIALS, PRIMARY SCHOOL CLASS      00588005
*LEVEL          GRADES 1-4                                                      00588008
*GENERAL        GENERALIST                                                      00588007
*HOURS          2                                                               00588006
*EVALUATION     LEARNER DIAGNOSES READING NEEDS OF ONE EARLY ELEMENTARY         00588018
                CLASS AND ORGANIZES THE CLASS FOR READING INSTRUCTION.          00588019
*FILE           READING  ORGANIZING FOR INSTRUCTION  CLINICAL                   00588009
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*OBJECTIVES     LEARNER DIAGNOSES READING NEEDS OF ONE MIDDLE SCHOOL CLASS      00589015
                AND ORGANIZES THE CLASS FOR READING INSTRUCTION.                00589016
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY         00589017
                573                                                             00589018
*EXPERIENCE     USING INFORMAL READING INVENTORY MATERIAL ORGANIZED IN          00589011
                MODULE 573, LEARNER DIAGNOSES READING NEEDS OF ONE              00589012
                MIDDLE SCHOOL CLASSROOM AND ORGANIZES THE CLASS FOR             00589013
                INSTRUCTION.                                                    00589014
*SETTING        INDEPENDENT, SCHOOL                                             00589010
*MATERIALS      INFORMAL READING INVENTORY MATERIALS, MIDDLE SCHOOL CLASS.      00589005
*LEVEL          GRADES 5-8                                                      00589008
*GENERAL        GENERALIST                                                      00589007
*HOURS          2                                                               00589006
*EVALUATION     LEARNER DIAGNOSES READING NEEDS OF ONE EARLY ELEMENTARY         00589019
                CLASS AND ORGANIZES THE CLASS FOR READING INSTRUCTION.          00589020
*FILE           READING  ORGANIZING FOR INSTRUCTION  CLINICAL                   00589009
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*OBJECTIVES     LEARNER DIAGNOSES READING NEEDS OF ONE CLASS ON ANY LEVEL       00590015
                AND ORGANIZES THE CLASS FOR READING INSTRUCTION                 00590016
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY         00590017
                573.                                                            00590018
*EXPERIENCE     USING INFORMAL READING INVENTORY MATERIAL ORGANIZED IN          00590012
                MODULE 573, LEARNER DIAGNOSES READING NEEDS OF ANY LEVEL        00590013
                CLASSROOM AND ORGANIZES THE CLASS FOR INSTRUCTION.              00590014
*SETTING        INDEPENDENT                                                     00590011
*MATERIALS      INFORMAL READING INVENTORY MATERIALS, EARLY ELEMENTARY          00590005
                CLASS                                                           00590006
*LEVEL          ALL GRADES                                                      00590009
*GENERAL        SPECIALIST                                                      00590008
*HOURS          2                                                               00590007
*EVALUATION     LEARNER DIAGNOSES READING NEEDS OF ONE EARLY ELEMENTARY         00590019
                CLASS AND ORGANIZES THE CLASS FOR READING INSTRUCTION.          00590020
*FILE           READING  ORGANIZING FOR INSTRUCTION  CLINICAL                   00590010
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*OBJECTIVES     READS ABOUT AND DISCUSSES PROBLEMS RELATED TO ORGANIZING        00591020
                FOR READING INSTRUCTION WHICH GO BEYOND SCOPE AND DEPTH OF      00591021
                PREVIOUS MODULES.                                               00591022
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES                       00591023
*EXPERIENCE     AS HE COMPLETES CLINICAL EXPERIENCES, LEARNER ENTERS            00591011
                SEMINAR WHERE HE READS ABOUT AND DISCUSSES WITH THE             00591012
                INSTRUCTOR PROBLEMS RELATED TO ORGANIZING FOR READING           00591013
                INSTRUCTION WHICH GO BEYOND DEPTH AND SCOPE OF PREVIOUS         00591014
                MODULES.  TOPICS SELECTED BY THE LEARNER, UNDER                 00591015
                SUPERVISION OF INSTRUCTOR, AND ARE BASED UPON NEEDS AND         00591016
                INTERESTS OF THE LEARNER.  SAMPLE TOPIC:  THE EFFECT OF         00591017
                GROUPING PRACTICES ON THE SELF-CONCEPT OF ELEMENTARY            00591018
                PUPILS.                                                         00591019
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| •SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00591010 |
| •MATERIALS | NONE | 00591005 |
| •LEVEL | ALL GRADES | 00591008 |
| •GENERAL | ALL CANDIDATES | 00591007 |
| •HOURS | 1 1/2 | 00591006 |
| •EVALUATION | SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00591024 00591025 |
| •FILE | READING ORGANIZING FOR INSTRUC SEMINAR | 00591009 |

## PART VI

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| •OBJECTIVES | LEARNER LISTS THE ADVANTAGES AND DISADVANTAGES OF USING THE BASAL READER APPROACH TO READING INSTRUCTION | 00592015 00592016 |
| •PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00592017 |
| •EXPERIENCE | LEARNER VIEWS FILM WHICH DEVELOPS THE RATIONALE FOR THE BASAL READER APPROACH TO READING INSTRUCTION, ITS STRENGTHS, AND ITS WEAKNESSES. FILM INCLUDES EXAMPLES OF BASAL READERS BEING USED BY CLASSROOM TEACHERS. | 00592011 00592012 00592013 00592014 |
| •SETTING | LARGE GROUP, COLLEGE | 00592010 |
| •MATERIALS | FILM ON BASAL READER APPROACH TO READING INSTRUCTION. | 00592005 |
| •LEVEL | ALL GRADES | 00592008 |
| •GENERAL | ALL CANDIDATES | 00592007 |
| •HOURS | 1/2 | 00592006 |
| •EVALUATION | LEARNER LISTS 5 ADVANTAGES AND 5 DISADVANTAGES OF THE BASAL READER APPROACH TO READING INSTRUCTION. | 00592018 00592019 |
| •FILE | KNOWLEDGE READING INSTRUCTIONAL APPROACHES MATERIALS | 00592009 |

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| •OBJECTIVES | LEARNER LISTS THE ADVANTAGES AND DISADVANTAGES OF FIVE INSTRUCTIONAL APPROACHES OTHER THAN THE BASAL READER APPROACH. | 00593018 00593019 00593020 |
| •PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 592. | 00593021 00593022 |
| •EXPERIENCE | LEARNER VIEWS FILM WHICH DEVELOPS THE RATIONALE FOR OTHER PREVALENT APPROACHES TO READING INSTRUCTION (PHONIC SYSTEMS, LINGUISTICS, I/A, INDIVIDUALIZED READING, AND LANGUAGE EXPERIENCE). ADVANTAGES AND DISADVANTAGES OF EACH ARE DEVELOPED. FILM INCLUDES EXAMPLES OF THESE APPROACHES BEING USED BY CLASSROOM TEACHERS. | 00593012 00593013 00593014 00593015 00593016 00593017 |
| •SETTING | LARGE GROUP, COLLEGE | 00593011 |
| •MATERIALS | FILM ON APPROACHES TO READING INSTRUCTION OTHER THAN THE BASAL READER APPROACH | 00593005 00593006 |
| •LEVEL | ALL GRADES | 00593009 |
| •GENERAL | ALL CANDIDATES | 00593008 |
| •HOURS | 3/4 | 00593007 |
| •EVALUATION | LEARNER LISTS 3 ADVANTAGES AND 3 DISADVANTAGES OF 5 INSTRUCTIONAL APPROACHES TO READING OTHER THAN THE BASAL READER APPROACH. | 00593023 00593024 00593025 |
| •FILE | READING INSTRUCTIONAL APPROACHES MATERIALS | 00593010 |

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|---|---|---|
| •OBJECTIVES | LEARNER COMPLETES THE STUDY GUIDE RELATED TO MATERIALS FOR TEACHING READING. | 00594016 00594017 |
| •PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 592 AND 593. | 00594018 00594019 |
| •EXPERIENCE | USING A STUDY GUIDE PREPARED BY THE INSTRUCTOR, THE LEARNER EXAMINES THE MATERIALS FOR TEACHING READING WHICH ARE REPRESENTATIVE OF THE VARIOUS APPROACHES DEVELOPED IN THE PREVIOUS TWO MODULES (VARIOUS BASAL TEXTS, PHONETIC KEYS TO READING, ETC.). | 00594011 00594012 00594013 00594014 00594015 |
| •SETTING | INDEPENDENT, COLLEGE | 00594010 |
| •MATERIALS | STUDY GUIDE, LABORATORY CONTAINING READING MATERIALS | 00594005 |

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*LEVEL          ALL GRADES                                                    00594008
*GENERAL        ALL CANDIDATES                                                00594007
*HOURS          2/3                                                           00594006
*EVALUATION     LEARNER COMPLETES THE STUDY GUIDE RELATED TO MATERIALS FOR     00594023
                TEACHING READING.                                             00594021
*FILE           COMPREHENSION READING  INSTRUCTIONAL APPROACHES  MATERIALS     00594009
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*OBJECTIVES     LEARNER PLANS A READING LESSON FOR EARLY ELEMENTARY PUPILS     00595014
                USING A SPECIFIC BASAL TEXT LESSON DESIGNATED BY THE          00595015
                INSTRUCTOR.                                                   00595016
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES                     00595017
*EXPERIENCE     USING SPECIFIC COMMERCIAL BASAL TEXT MATERIAL DESIGNATED       00595011
                BY THE INSTRUCTOR, LEARNER PLANS A SIMULATED READING          00595012
                LESSON FOR EARLY ELEMENTARY CHILDREN.                         00595013
*SETTING        INDEPENDENT,  COLLEGE                                         00595010
*MATERIALS      READING MATERIALS DESIGNATED BY THE INSTRUCTOR                00595005
*LEVEL          PRE-SCH.-K                                                    00595008
*GENERAL        GENERALIST                                                    00595007
*HOURS          3/4                                                           00595006
*EVALUATION     LEARNER PLANS A READING LESSON FOR EARLY ELEMENTARY PUPILS     00595018
                USING A SPECIFIC BASAL TEXT LESSON DESIGNATED BY THE          00595019
                INSTRUCTOR.                                                   00595020
*FILE           READING  PLANNING  EARLY ELEM                                 00595009
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*OBJECTIVES     LEARNER PLANS A READING LESSON FOR PRIMARY SCHOOL PUPILS      00596014
                USING A SPECIFIC BASAL TEXT LESSON DESIGNATED BY THE          00596015
                INSTRUCTOR                                                    00596016
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                    00596017
*EXPERIENCE     USING SPECIFIC COMMERCIAL BASAL TEXT MATERIAL                 00596011
                DESIGNATED BY THE INSTRUCTOR. LEARNER PLANS A SIMULATED       00596012
                READING LESSON FOR PRIMARY SCHOOL CHILDREN.                   00596013
*SETTING        INDEPENDENT,  COLLEGE                                         00596010
*MATERIALS      READING MATERIALS DESIGNATED BY THE INSTRUCTOR                00596005
*LEVEL          GRADES 1-4                                                    00596008
*GENERAL        GENERALIST                                                    00596007
*HOURS          3/4                                                           00596006
*EVALUATION     LEARNER PLANS A READING LESSON FOR PRIMARY SCHOOL PUPILS      00596018
                USING A SPECIFIC BASAL TEXT LESSON DESIGNATED BY THE          00596019
                INSTRUCTOR.                                                   00596020
*FILE           READING  PLANNING  PRIMARY SCHOOL                             00596009
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*OBJECTIVES     LEARNER PLANS A READING LESSON FOR MIDDLE SCHOOL PUPILS       00597014
                USING A SPECIFIC BASAL TEXT LESSON DESIGNATED BY THE          00597015
                INSTRUCTOR.                                                   00597016
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                    00597017
*EXPERIENCE     USING SPECIFIC COMMERCIAL BASAL TEXT MATERIAL DESIGNATED       00597011
                BY THE INSTRUCTOR, LEARNER PLANS A SIMULATED READING          00597012
                LESSON FOR MIDDLE SCHOOL CHILDREN.                            00597013
*SETTING        INDEPENDENT,  COLLEGE                                         00597010
*MATERIALS      READING MATERIALS DESIGNATED BY THE INSTRUCTOR.               00597005
*LEVEL          GRADES 5-8                                                    00597008
*GENERAL        GENERALIST                                                    00597007
*HOURS          3/4                                                           00597006
*EVALUATION     LEARNER PLANS A READING LESSON FOR MIDDLE SCHOOL PUPILS       00597018
                USING A SPECIFIC BASAL TEXT LESSON DESIGNATED BY THE          00597019
                INSTRUCTOR.                                                   00597020
*FILE           READING  PLANNING  MIDDLE SCHOOL                              00597009
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*OBJECTIVES   LEARNER PLANS A READING LESSON FOR ANY LEVEL PUPILS USING  00598015
              A SPECIFIC BASAL TEXT LESSON DESIGNATED BY THE INSTRUCTOR. 00598016
                                                                         00598017
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                 00598011
*EXPERIENCE   USING SPECIFIC COMMERCIAL BASAL TEXT MATERIAL DESIGNATED   00598012
              BY TH  INSTRUCTOR, LEARNER PLANS A SIMULATED READING       00598013
              LESSON FOR ONE LEVEL SELECTED BY THE TEACHER.  (EITHER     00598014
              EARLY ELEMENTARY, PRIMARY OR MIDDLE SCHOOL.)               00598010
*SETTING      INDEPENDENT,  COLLEGE                                      00598005
*MATERIALS    READING MATERIALS DESIGNATED BY THE INSTRUCTOR.            00598008
*LEVEL        ALL GRADES                                                 00598007
*GENERAL      SPECIALIST                                                 00598006
*HOURS        3/4                                                        00598018
*EVALUATION   LEARNER PLANS A READING LESSON FOR ANY LEVEL PUPILS USING  00598019
              A SPECIFIC BASAL TEXT LESSON DESIGNATED BY THE INSTRUCTOR. 00593009
*FILE         READING  PLANNING  READING SPECIALISTS
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*OBJECTIVES   READS PROFESSIONAL MATERIAL AND DISCUSSES PROBLEMS         00599022
              RELATED TO INSTRUCTIONAL APPROACHES WHICH GO BEYOND SCOPE  00599023
              AND DEPTH OF PREVIOUS MODULES.                             00599024
                                                                         00599025
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                 00599011
*EXPERIENCE   AS THEY COMPLETE INDEPENDENT ACTIVITIES, CANDIDATES ENTER  00599012
              SEMINAR IN WHICH THEY READ ABOUT AND DISCUSS PROBLEMS      00599013
              RELATED TO INSTRUCTIONAL APPROACHES TO READING WHICH GO    00599014
              BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES.  TOPICS        00599015
              SELECTED BY LEARNER, UNDER GUIDANCE OF INSTRUCTOR, ON      00599016
              BASIS OF NEEDS AND INTERESTS OF LEARNER.  SAMPLE TOPICS:   00599017
              UNUSUAL APPROACHES TO READING INSTRUCTION SUCH AS          00599018
              DELACATO'S NEUROLOGICAL DISORGANIZATION AND D K MOORE'S    00599019
              PROGRAMED ENVIRONMENT.  ALSO, WHY IS THERE ALWAYS SUCH A   00599020
              CONTROVERSY OVER APPROACHES, AS EVIDENCED BY BOOKS SUCH AS 00599021
              CHALL'S READING:  THE GREAT DEBATE                         00599010
*SETTING      OTHER (SPECIFY), SEMINAR,  COLLEGE                         00599005
*MATERIALS    NONE                                                       00599008
*LEVEL        ALL GRADES                                                 00599007
*GENERAL      ALL CANDIDATES                                             00599006
*HOURS        1 1/2                                                      00599026
*EVALUATION   SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH SEMINAR      00599027
              DISCUSSION OF WHICH HE IS A PART.                          00599009
*FILE         READING  INSTRUCTIONAL APPROACHES  SEMINAR
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*OBJECTIVES   LEARNER REWRITES THE PLAN HE DID IN MODULE-AND              00600020
              INCORPORATES THE PRINCIPLES OF SOUND INSTRUCTION DEVELOPED  00600021
              IN THE FILM.                                               00600022
                                                                         00600023
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY     00600024
              595.                                                       00600012
*EXPERIENCE   LEARNER VIEWS FILM OF A MASTER TEACHER TEACHING THE SAME   00600013
              BASAL LESSON THE LEARNER PLANNED IN MODULE 595.  FILM      00600014
              SHOWS TEACHER USING EFFECTIVE INSTRUCTIONAL TECHNIQUES IN  00600015
              PART 1 AND LESS DESIRABLE TECHNIQUES IN PART 2, MUCH IN    00600016
              THE MANNER OF THE CURRENT FILM ENTITLED "THE READING       00600017
              PERIOD, PARTI AND II," BY WILLIAM ELLER, STATE UNIVERSITY  00600018
              OF NEW YORK AT BUFFALO.  LEARNER USES FILM TO EVALUATE     00600019
              AND RE-WRITE HIS PLAN FOR THE SAME LESSON.                 00600011
*SETTING      SMALL GROUP (1-12 STUDENTS),  COLLEGE                      00600005
*MATERIALS    FILM SHOWING MASTER TEACHER TEACHING SAME BASAL LESSON     00600006
              AS WAS PLANNED BY EARLY ELEMENTARY CANDIDATES.             00600009
*LEVEL        PRE-SCH.-K                                                 00600008
*GENERAL      GENERALIST                                                 00600007
*HOURS        1
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*EVALUATION   LEARNER CORRECTLY INCORPORATES PRINCIPLES OF SOUND          00600025
              INSTRUCTION INTO HIS RE-WRITTEN LESSON PLAN.               00600026
*FILE         READING  INSTRUCTIONAL APPROACHES  APPLICATION             00600010
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*OBJECTIVES   LEARNER REWRITES THE PLAN HE DID IN MODULE - AND            00601020
              INCORPORATES THE PRINCIPLES OF SOUND INSTRUCTION           00601021
              DEVELOPED IN THE FILM FOR PRIMARY SCHOOL TEACHING.         00601022
*PREREQUISITE SUCCESSFUL COMPLETION OF MODULE 595.                       00601023
*EXPERIENCE   LEARNER VIEWS FILM OF A MASTER TEACHER TEACHING THE SAME   00601012
              BASAL LESSON THE LEARNER PLANNED IN MODULE 595.  FILM      00601013
              SHOWS TEACHER USING EFFECTIVE INSTRUCTIONAL TECHNIQUES IN  00601014
              PART 2 AND LESS DESIREABLE TECHNIQUES IN PART 22, MUCH IN  00601015
              THE MANNER OF THE CURRENT FILM ENTITLED THE READING PERIOD 00601016
              PART 1 AND II, BY WILLIAM ELLER, STATE UNIVERSITY OF       00601017
              NEW YORK AT BUFFALO.  LEARNER USES FILM TO EVALUATE AND    00601018
              RE-WRITE HIS PLAN FOR THE SAME LESSON.                     00601019
*SETTING      SMALL GROUP (1-12 STUDENTS), COLLEGE-PRIMARY SCHOOL        00601011
*MATERIALS    FILM SHOWING MASTER TEACHER TEACHING SAME BASAL LESSON AS  00601005
              WAS PLANNED BY PRIMARY SCHOOL CANDIDATES.                  00601006
*LEVEL        GRADES 1-4                                                 00601009
*GENERAL      GENERALIST                                                 00601008
*HOURS        1                                                          00601007
*EVALUATION   LEARNER CORRECTLY INCORPORATES PRINCIPLES OF SOUND          00601024
              INSTRUCTION INTO HIS RE-WRITTEN LESSON PLAN.               00601025
*FILE         READING  INSTRUCTIONAL APPROACHES  APPLICATION             00601010
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*OBJECTIVES   LEARNER REWRITES THE PLAN HE DID IN MODULE-AND              00602020
              INCORPORATES THE PRINCIPLES OF SOUND INSTRUCTION           00602021
              DEVELOPED IN THE FILM FOR MIDDLE SCHOOL TEACHING.          00602022
*PREREQUISITE SUCCESSFUL COMPLETION OF MODULE 595.                       00602023
*EXPERIENCE   LEARNER VIEWS FILM OF A MASTER TEACHER TEACHING THE SAME   00602012
              BASAL LESSON THE LEARNER PLANNED IN MODULE 595.  FILM      00602013
              SHOWS TEACHER USING EFFECTIVE INSTRUCTIONAL TECHNIQUES IN  00602014
              PART I AND LESS DESIREABLE TECHNIQUES IN PART II, MUCH IN  00602015
              THE MANNER OF THE CURRENT FILM ENTITLED THE READING PERIOD 00602016
              PART I AND II, BY WILLIAM ELLER, STATE UNIVERSITY OF       00602017
              NEW YORK AT BUFFALO.  LEARNER USES FILM TO EVALUATE AND    00602018
              RE-WRITE HIS PLAN FOR THE SAME LESSON.                     00602019
*SETTING      SMALL GROUP (1-12 STUDENTS), COLLEGE-MIDDLE SCHOOL         00602011
*MATERIALS    FILM SHOWING MASTER TEACHER TEACHING SAME BASAL LESSON AS  00602005
              WAS PLANNED BY MIDDLE SCHOOL CANDIDATES.                   00602006
*LEVEL        GRADES 5-8                                                 00602009
*GENERAL      GENERALIST                                                 00602008
*HOURS        1                                                          00602007
*EVALUATION   LEARNER CORRECTLY INCORPORATES PRINCIPLES OF SOUND          00602024
              INSTRUCTION INTO HIS RE-WRITTEN LESSON PLAN.               00602025
*FILE         READING  INSTRUCTIONAL APPROACHES  APPLICATION             00602010
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*OBJECTIVES   LEARNER REWRITES THE PLAN HE DID IN MODULE - AND            00603020
              INCORPORATES THE PRINCIPLES OF SOUND INSTRUCTION           00603021
              DEVELOPED IN THE FILM RELATED TO READING SPECIALISTS.      00603022
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULE 595.              00603023
*EXPERIENCE   LEARNER VIEWS FILM OF A MASTER TEACHER TEACHING THE SAME   00603012
              BASAL LESSON THE LEARNER PLANNED IN MODULE 595.  FILM      00603013
              SHOWS TEACHER USING EFFECTIVE INSTRUCTIONAL TECHNIQUES IN  00603014
              PART I AND LESS DESIREABLE TECHNIQUES IN PART II, MUCH IN  00603015
              THE MANNER OF THE CURRENT FILM ENTITLED THE READING PERIOD 00603016
              PART I AND II, BY WILLIAM ELLER, STATE UNIVERSITY OF       00603017
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| | NEW YORK AT BUFFALO. LEARNER USES FILM TO EVALUATE AND RE-WRITE HIS PLAN FOR THE SAME LESSON. | 00603018<br>00603019 |
| •SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00603011 |
| •MATERIALS | FILM SHOWING MASTER TEACHER TEACHING SAME BASAL LESSON AS WAS PLANNED BY READING SPECIALISTS CANDIDATES. | 00603005<br>00603006 |
| •LEVEL | ALL GRADES | 00603009 |
| •GENERAL | SPECIALIST | 00603008 |
| •HOURS | 1 | 00603007 |
| •EVALUATION | LEARNER CORRECTLY INCORPORATES PRINCIPLES OF SOUND INSTRUCTION INTO HIS RE-WRITTEN LESSON PLAN. | 00603024<br>00603025 |
| •FILE | READING SPECIALISTS INSTRUCTIONAL APPROACHES APPLICATION | 00603010 |

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| •OBJECTIVES | LEARNER RE-WRITES PLAN HE DID IN MODULES VI-4 AND VI-6, INCORPORATING ELEMENTS OF APPROACHES OTHER THAN THE BASAL READER. | 00604019<br>00604020<br>00604021 |
| •PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 595 AND 600. | 00604022<br>00604023 |
| •EXPERIENCE | EARLY ELEMENTARY LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR AS HE DEVELOPS WAYS IN WHICH STRENGTHS OF APPROACHES SUCH AS PHONIC SYSTEMS, LANGUAGE EXPERIENCE APPROACH, ETC. CAN BE INTEGRATED WITH BASAL TEXT LESSONS. LEARNER VIEWS FILM CLIPS SHOWING ELEMENTS OF OTHER APPROACHES BEING INTEGRATED WITH BASAL TEXT READING LESSONS AT EARLY ELEMENTARY LEVEL. | 00604012<br>00604013<br>00604014<br>00604015<br>00604016<br>00604017<br>00604018 |
| •SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00604011 |
| •MATERIALS | FILM CLIPS SHOWING WAYS IN WHICH ELEMENTS OF OTHER APPROACHES CAN BE INTEGRATED INTO BASAL READER LESSONS. | 00604005<br>00604006 |
| •LEVEL | PRE-SCHOOL | 00604009 |
| •GENERAL | GENERALIST | 00604008 |
| •HOURS | 2/3 | 00604007 |
| •EVALUATION | LEARNER INCORPORATES ELEMENTS OF APPROACHES OTHER THAN THE BASAL READER INTO THE PLAN HE WROTE IN MODULES 595 AND 600. | 00604024<br>00604025<br>00604026 |
| •FILE | READING INSTRUCTIONAL APPROACHES EARLY ELEM | 00604010 |

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| •OBJECTIVES | LEARNER RE-WRITES PLAN HE DID IN MODULES 595 AND 600, INCORPORATING ELEMENTS OF APPROACHES OTHER THAN THE BASAL READER. | 00605019<br>00605020<br>00605021 |
| •PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 595 AND 600. | 00605022<br>00605023 |
| •EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR AS HE DEVELOPS WAYS IN WHICH STRENGTHS OF APPROACHES SUCH A PHONIC SYSTEMS, LANGUAGE EXPERIENCE APPROACH, ETC. CAN BE INTEGRATED WITH BASAL TEXT LESSONS. LEARNER VIEWS FILM CLIPS SHOWING ELEMENTS OF OTHER APPROACHES BEING INTEGRATED WITH BASAL TEXT READING LESSONS AT PRIMARY LEVEL. | 00605012<br>00605013<br>00605014<br>00605015<br>00605016<br>00605017<br>00605018 |
| •SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00605011 |
| •MATERIALS | FILM CLIPS SHOWING WAYS IN WHICH ELEMENTS OF OTHER APPROACHES CAN BE INTEGRATED INTO BASAL READER LESSONS. | 00605005<br>00605006 |
| •LEVEL | GRADES 1-4 | 00605009 |
| •GENERAL | GENERALIST | 00605008 |
| •HOURS | 2/3 | 00605007 |
| •EVALUATION | LEARNER INCORPORATES ELEMENTS OF APPROACHES OTHER THAN THE BASAL READER INTO THE PLAN HE WROTE IN MODULES 595 AND 600 | 00605024<br>00605025 |
| •FILE | READING INSTRUCTIONAL APPROACHES PRIMARY SCHOOL | 00605010 |

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|---|---|---|
| *OBJECTIVES | LEARNER RE-WRITES PLAN HE DID IN MODULES 595 AND 600. | 00606019 |
| | INCORPORATING ELEMENTS OF APPROACHES OTHER THAN THE BASAL READER. | 00606020<br>00606021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 595 AND 600 | 00606022<br>00606023 |
| *EXPERIENCE | MIDDLE SCHOOL LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR AS HE DEVELOPS WAYS IN WHICH STRENGTHS OF APPROACHES SUCH AS PHONIC SYSTEMS, LANGUAGE EXPERIENCE APPROACH, ETC. CAN BE INTEGRATED WITH BASAL TEXT LESSONS. LEARNER VIEWS FILM CLIPS SHOWING ELEMENTS OF OTHER APPRAUCHES BEING INTEGRATED WITH BASAL TEXT READING LESSONS AT MIDDLE SCHOOL LEVEL. | 00606012<br>00606013<br>00606014<br>00606015<br>00606016<br>00606017<br>00606018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00606011 |
| *MATERIALS | FILM CLIPS SHOWING WAYS IN WHICH ELEMENTS OF OTHER APPROACHES CAN BE INTEGRATED INTO BASAL READER LESSONS. | 00606005<br>00606006 |
| *LEVEL | GRADES 5-8 | 00606009 |
| *GENERAL | GENERALIST | 00606008 |
| *HOURS | 2/3 | 00606007 |
| *EVALUATION | LEARNER INCORPORATES ELEMENTS OF APPROACHES OTHER THAN THE BASAL READER INTO THE PLAN HE WROTE IN MODULES 595 AND 600 | 00606024<br>00606025 |
| *FILE | READING INSTRUCTIONAL APPROACHES MIDDLE SCHOOL | 00606010 |

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|---|---|---|
| *OBJECTIVES | LEARNER RE-WRITES PLAN HE DID IN MODULES 595 AND 600. INCORPORATING ELEMENTS OF APPROACHES OTHER THAN THE BASAL READER. | 00607020<br>00607021<br>00607022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY 595 AND 600 | 00607023<br>00607024 |
| *EXPERIENCE | READING SPECIALIST LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR AS HE DEVELOPS WAYS IN WHICH STRENGTHS OF APPROACHES SUCH A PHONIC SYSTEMS, LANGUAGE EXPERIENCE APPROACH, ETC. CAN BE INTEGRATED WITH BASAL TEXT LESSONS. LEARNER VIEWS FILM CLIPS SHOWING ELEMENTS OF OTHER APPROAC LEARNER VIEWS FILM CLIPS SHOWING ELEMENTS OF OTHER APPROACHES BEING INTEGRATED WITH BASAL TEXT READING LESSONS AT ALL LEVELS IN SCHOOL. | 00607012<br>00607013<br>00607014<br>00607015<br>00607016<br>00607017<br>00607018<br>00607019 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00607011 |
| *MATERIALS | FILM CLIPS SHOWING WAYS IN WHICH ELEMENTS OF OTHER APPROACHES CAN BE INTEGRATED INTO BASAL READER LESSONS. | 00607005<br>00607006 |
| *LEVEL | ALL GRADES | 00607009 |
| *GENERAL | SPECIALIST | 00607008 |
| *HOURS | 2/3 | 00607007 |
| *EVALUATION | LEARNER INCORPORATES ELEMENTS OF APPROACHES OTHER THAN THE BASAL READER INTO THE PLAN HE WROTE IN MODULES 595 AND 600 | 00607025<br>00607026 |
| *FILE | READING INSTRUCTIONAL APPROACHES READING SPECIALISTS | 00607010 |

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|---|---|---|
| *OBJECTIVES | LEARNER PLANS AND TEACHES A BASAL TEXT READING LESSON TO ONE GROUP OF PUPILS. | 00608013<br>00608014 |
| *PREREQUISITE | SUCCESSFUL COMPLETION AT PREVIOUS MODULES, PARTICULARLY 513 AND 604. | 00608015<br>00608016 |
| *EXPERIENCE | LEARNER PLANS AND TEACHES ONE BASAL TEXT READING LESSON TO ONE SMALL (4-6 CHILDREN) GROUP OF EARLY ELEMENTARY PUPILS | 00608011<br>00608012 |
| *SETTING | INDEPENDENT, SCHOOL | 00608010 |
| *MATERIALS | 4-6 PUPILS, BASAL TEXT MATERIAL. | 00608005 |
| *LEVEL | PRE-SCH-K | 00608008 |
| *GENERAL | GENERALIST | 00608007 |
| *HOURS | 1 | 00608006 |
| *EVALUATION | LEARNER INCORPORATES PRINCIPLES OF INSTRUCTION DEVELOPED IN PREVIOUS MODULES INTO HIS PLANNING AND TEACHING OF A BASAL TEXT LESSON. | 00608017<br>00608018<br>00608019 |
| *FILE | READING CLINICAL EARLY ELEM | 00608009 |

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*OBJECTIVES    LEARNER PLANS AND TEACHES A BASAL TEXT READING LESSON TO  00609013
               ONE GROUP OF PUPILS.                                      00609014
*PREREQUISITE  SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY   00609015
               513 AND 604                                               00609016
*EXPERIENCE    LEARNER PLANS AND TEACHES ONE BASAL TEXT READING LESSON TO00609011
               ONE SMALL (4-6 CHILDREN) GROUP OF PRIMARY SCHOOL PUPILS.  00609012
*SETTING       INDEPENDENT, SCHOOL                                       00609010
*MATERIALS     4-6 PUPILS, BASAL TEXT MATERIAL.                          00609005
*LEVEL         GRADES 1-4                                                00609008
*GENERAL       GENERALIST                                                00609007
*HOURS         1                                                         00609006
*EVALUATION    LEARNER INCORPORATES PRINCIPLES OF INSTRUCTION DEVELOPED  00609017
               IN PREVIOUS MODULES INTO HIS PLANNING AND TEACHING OF A   00609018
               BASAL TEXT LESSON.                                        00609019
*FILE          READING  CLINICAL  PRIMARY SCHOOL                         00609009
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*OBJECTIVES    LEARNER PLANS AND TEACHES A BASAL TEXT READING LESSON TO  00610013
               ONE GROUP OF PUPILS.                                      00610014
*PREREQUISITE  SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY   00610015
               513 AND 604.                                              00610016
*EXPERIENCE    LEARNER PLANS AND TEACHES ONE BASAL TEXT READING LESSON TO00610011
               ONE SMALL (4-6 CHILDREN) GROUP OF MIDDLE SCHOOL PUPILS    00610012
*SETTING       INDEPENDENT, SCHOOL                                       00610010
*MATERIALS     4-6 PUPILS, BASAL TEXT MATERIAL.                          00610005
*LEVEL         GRADES 5-6                                                00610008
*GENERAL       GENERALIST                                                00610007
*HOURS         1                                                         00610006
*EVALUATION    LEARNER INCORPORATES PRINCIPLES OF INSTRUCTION DEVELOPED  00610017
               IN PREVIOUS MODULES INTO HIS PLANNING AND TEACHING OF A   00610018
               BASAL TEXT LESSON.                                        00610019
*FILE          READING  CLINICAL  MIDDLE SCHOOL                          00610009
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*OBJECTIVES    LEARNER PLANS AND TEACHES BASAL TEXT LESSONS TO SMALL     00611015
               GROUPS OF CHILDREN AT THE EARLY ELEMENTARY, PRIMARY, AND  00611016
               MIDDLE SCHOOL LEVELS.                                     00611017
*PREREQUISITE  SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY   00611018
               513 AND 604.                                              00611019
*EXPERIENCE    READING SPECIALIST PLANS AND TEACHES THREE BASAL TEXT     00611012
               READING LESSONS TO SMALL GROUPS OF CHILDREN IN (1) EARLY  00611013
               ELEMENTARY, (2) PRIMARY AND, (3) MIDDLE SCHOOL SETTINGS   00611014
*SETTING       INDEPENDENT, SCHOOL                                       00611011
*MATERIALS     SMALL GROUPS OF CHILDREN FROM EARLY ELEM, PRIMARY, AND    00611005
               MIDDLE SCHOOLS  BASAL TEXT MATERIAL,                      00611006
*LEVEL         ALL GRADES                                                00611009
*GENERAL       SPECIALIST                                                00611008
*HOURS         3                                                         00611007
*EVALUATION    LEARNER INCORPORATES PRINCIPLES OF INSTRUCTION DEVELOPED  00611020
               IN PREVIOUS MODULES INTO HIS PLANNING AND TEACHING OF ALL 00611021
               3 BASAL TEXT LESSONS.                                     00611022
*FILE          READING  CLINICAL  SPECIALIST                             00611010
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*OBJECTIVES    LEARNER PLANS AND TEACHES A READING LESSON TO AN ENTIRE   00612014
               CLASS AND EFFICIENTLY MANAGES THE LEARNING OF SUB-GROUPS  00612015
               WITHIN THE CLASS.                                         00612016
*PREREQUISITE  SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                00612017
*EXPERIENCE    LEARNER PLANS AND TEACHES A READING LESSON TO AN ENTIRE   00612011
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| | CLASS CONTAINING SEVERAL SUB-GROUPS, LEARNER EFFICIENTLY | 00612012 |
| | MANAGES THE LEARNING OF ALL THE SUB-GROUPS. | 00612013 |
| *SETTING | INDEPENDENT, SCHOOL | 00612010 |
| *MATERIALS | EARLY ELEMENTARY CLASS, TEACHING MATERIALS | 00612005 |
| *LEVEL | PRE-SCH-K | 00612008 |
| *GENERAL | GENERALIST | 00612007 |
| *HOURS | 1 1/2 | 00612006 |
| *EVALUATION | LEARNER INCORPORATES PRINCIPLES OF INSTRUCTION DEVELOPED | 00612018 |
| | IN PREVIOUS MODULES INTO HIS/PLANNING AND TEACHING OF A | 00612019 |
| | READING LESSON TO AN ENTIRE CLASS. | 00612020 |
| *FILE | READING CLINICAL EARLY ELEM | 00612009 |

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| *OBJECTIVES | LEARNER PLANS AND TEACHES A READING LESSON TO AN ENTIRE | 00613014 |
| | CLASS AND EFFICIENTLY MANAGES THE LEARNING OF SUB-GROUPS | 00613015 |
| | WITHIN THE CLASS. | 00613016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00613017 |
| *EXPERIENCE | LEARNER PLANS AND TEACHES A READING LESSON TO AN ENTIRE | 00613011 |
| | CLASS CONTAINING SEVERAL SUB-GROUPS, LEARNER EFFICIENTLY | 00613012 |
| | MANAGES THE LEARNING OF ALL THE SUB-GROUPS. | 00613013 |
| *SETTING | INDEPENDENT, SCHOOL | 00613010 |
| *MATERIALS | PRIMARY SCHOOL CLASS, TEACHING MATERIALS | 00613005 |
| *LEVEL | GRADES 1-4 | 00613008 |
| *GENERAL | GENERALIST | 00613007 |
| *HOURS | 1 1/2 | 00613006 |
| *EVALUATION | LEARNER INCORPORATES PRINCIPLES OF INSTRUCTION DEVELOPED | 00613018 |
| | IN PREVIOUS MODULES INTO HIS PLANNING AND TEACHING OF A | 00613019 |
| | READING LESSON TO AN ENTIRE CLASS. | 00613020 |
| *FILE | READING CLINICAL PRIMARY SCHOOL | 00613009 |

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| *OBJECTIVES | LEARNER PLANS AND TEACHES A READING LESSON TO AN ENTIRE | 00614014 |
| | CLASS AND EFFICIENTLY MANAGES THE LEARNING OF SUB-GROUPS | 00614015 |
| | WITHIN THE CLASS. | 00614016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00614017 |
| *EXPERIENCE | LEARNER PLANS AND TEACHES A READING LESSON TO AN ENTIRE | 00614011 |
| | CLASS CONTAINING SEVERAL SUB-GROUPS, LEARNER EFFICIENTLY | 00614012 |
| | MANAGES THE LEARNING OF ALL THE SUB-GROUPS. | 00614013 |
| *SETTING | INDEPENDENT, SCHOOL | 00614010 |
| *MATERIALS | MIDDLE SCHOOL CLASS, TEACHING MATERIALS | 00614005 |
| *LEVEL | GRADES 5-8 | 00614008 |
| *GENERAL | GENERALIST | 00614007 |
| *HOURS | 1 1/2 | 00614006 |
| *EVALUATION | LEARNER INCORPORATES PRINCIPLES OF INSTRUCTION | 00614018 |
| | DEVELOPED IN PREVIOUS MODULES INTO HIS PLANNING AND | 00614019 |
| | TEACHING OF A READING LESSON TO AN ENTIRE CLASS. | 00614020 |
| *FILE | READING CLINICAL MIDDLE SCHOOL | 00614009 |

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| *OBJECTIVES | LEARNER PLANS AND TEACHES A READING LESSON TO ENTIRE | 00615014 |
| | CLASSES AT THE 3 LEVELS AND EFFICIENTLY MANAGES THE | 00615015 |
| | SUB-GROUPS WITHIN EACH CLASS. | 00615016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00615017 |
| *EXPERIENCE | READING SPECIALIST PLANS AND TEACHES THREE READING LESSONS | 00615011 |
| | TO ENTIRE CLASSES OF PUPILS IN (1) EARLY ELEMENTARY, | 00615012 |
| | (2) PRIMARY AND, (3) MIDDLE SCHOOL. | 00615013 |
| *SETTING | INDEPENDENT, SCHOOL | 00615010 |
| *MATERIALS | CLASSES OF PUPILS FROM EACH OF 3 LEVELS | 00615005 |
| *LEVEL | ALL GRADES | 00615008 |
| *GENERAL | SPECIALIST | 00615007 |
| *HOURS | 4 1/2 | 00615006 |

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| *EVALUATION | LEARNER INCORPORATES PRINCIPLES OF INSTRUCTION DEVELOPED IN PREVIOUS MODULES INTO HIS PLANNING AND TEACHING OF READING LESSONS TO 3 CLASSES. | 00615018<br>00615019<br>00615020 |
| *FILE | READING CLINICAL SPECIALIST | 00615009 |

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| *OBJECTIVES | LEARNER READS PROFESSIONAL MATERIAL AND DISCUSSES WITH THE INSTRUCTOR PROBLEMS RELATED TO INSTRUCTIONAL APPROACHES TO READING WHICH GO BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES. | 00616020<br>00616021<br>00616022<br>00616023 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00616024 |
| *EXPERIENCE | AS CANDIDATES COMPLETE CLINICAL EXPERIENCES, THEY ENTER SEMINAR IN WHICH THEY READ ABOUT AND DISCUSS WITH THE INSTRUCTOR PROBLEMS RELATING TO INSTRUCTIONAL APPROACHES TO READING WHICH GO BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES. TOPIC SELECTED BY LEARNERS, UNDER GUIDANCE OF INSTRUCTOR, ACCORDING TO NEEDS AND INTERESTS OF LEARNER. SAMPLE TOPIC: ADJUSTING INSTRUCTIONAL APPROACHES TO MEET THE INDIVIDUAL NEEDS OF SPECIAL STUDENTS SUCH AS THE DISADVANTAGED, THE SLOW LEARNER, ETC. | 00616011<br>00616012<br>00616013<br>00616014<br>00616015<br>00616016<br>00616017<br>00616018<br>00616019 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00616010 |
| *MATERIALS | BLANK | 00616005 |
| *LEVEL | ALL GRADES | 00616008 |
| *GENERAL | ALL CANDIDATES | 00616007 |
| *HOURS | 2 | 00616006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EVERY SEMENI<br>SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00616025<br>00616026<br>00616027 |
| *FILE | READING INSTRUCTIONAL APPROACHES SEMINAR | 00616009 |

## PART VII

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| *OBJECTIVES | LEARNER LISTS THE CAUSES OF DIFFICULTIES IN LEARNING TO READ | 00617017<br>00617018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00617019 |
| *EXPERIENCE | LEARNER VIEWS VIDEO-TAPE WHICH DEVELOPS THE CAUSES OF DIFFICULTIES IN LEARNING TO READ, INCLUDING EMOTIONAL PROBLEMS, LATERALITY AND PROBLEMS OF CHANGED LEVEL PREFERENCE, VISUAL AND AUDITORY DEFECTS, NEUROLOGICAL DEFECTS, AND LINGUISTIC AND SOCIAL DEPRIVATION. | 00617012<br>00617013<br>00617014<br>00617015<br>00617016 |
| *SETTING | LARGE GROUP, COLLEGE | 00617011 |
| *MATERIALS | VIDEO TAPE ON CAUSES OF DIFFICULTIES IN LEARNING TO READ | 00617005 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00617008 |
| *GENERAL | ALL CANDIDATES | 00617007 |
| *HOURS | 3/4 | 00617006 |
| *EVALUATION | LEARNER LISTS FIVE CAUSES OF DIFFICULTY IN LEARNING TO READ. | 00617020<br>00617021 |
| *FILE | KNOWLEDGE READINESS CAUSES OF READING DIFFICULTY EARLY ELEMENTARY | 00617009<br>00617010 |

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| *OBJECTIVES | LEARNER LISTS THE PRE-REQUISITES FOR READING | 00618015 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, 480-487 | 00618016 |
| *EXPERIENCE | LEARNER VIEWS A VIDEO-TAPE WHICH DEVELOPS THE PRE-REQUISITES FOR READING, WITH SPECIAL EMPHASIS ON VISUAL FACTORS, AUDITORY FACTORS, LANGUAGE FACTORS, AND EXPERIENCE FACTORS. | 00618011<br>00618012<br>00618013<br>00618014 |
| *SETTING | LARGE GROUP, COLLEGE | 00618010 |
| *MATERIALS | VIDEO-TAPE ON PRE-REQUISITES FOR READING. | 00618005 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00618008 |
| *GENERAL | ALL CANDIDATES | 00618007 |
| *HOURS | 1/4 | 00618006 |

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*EVALUATION   LEARNER LISTS VISUAL FACTORS, AUDITORY FACTORS, LANGUAGE   00618017
              FACTORS AND EXPERIENCE FACTORS WHICH CONSTITUTE           00618018
              PREREQUISITES TO READING                                 00618019
*FILE         READING  READINESS  EARLY ELEMENTARY                     00618009
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*OBJECTIVES   LEARNER LISTS THE VISUAL AND AUDITORY CHARACTERISTIES OF  00619014
              PRE-SCHOOL CHILDREN.                                     00619015
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES                00619016
*EXPERIENCE   LEARNER LISTENS TO THE INSTRUCTOR AS HE DISCUSSES VISUAL 00619011
              AND AUDITORY CHARACTERISTICS OF PRE-SCHOOL CHILDREN AND  00619012
              BEGINNING READERS                                        00619013
*SETTING      LARGE GROUP,  COLLEGE                                    00619010
*MATERIALS    NONE                                                     00619005
*LEVEL        GRADES 1-2  PRE-SCH-K                                    00619008
*GENERAL      ALL CANDIDATES                                           00619007
*HOURS        1/3                                                      00619006
*EVALUATION   LEARNER LISTS THE VISUAL AND AUDITORY CHARACTERISTICS OF 00619017
              PRE-SCHOOL CHILDREN                                      00619018
*FILE         READINESS  VISUAL + AUDITORY  EARLY ELEM                 00619009
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*OBJECTIVES   LEARNER LISTS THE CHARACTERISTIC LANGUAGE PATTERNS OF     00620016
              PRE-SCHOOL CHILDREN AT VARIOUS STAGES OF DEVELOPMENT.    00620017
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                00620018
*EXPERIENCE   LEARNER LISTENS TO THE INSTRUCTOR AS HE DISCUSSES THE    00620011
              LANGUAGE EXPERIENCES OF THE PRE-SCHOOL CHILD.  EMPHASIS IS00620012
              ON THE DEVELOPMENT OF VOCABULARY, SYNTAX, ARTICULATION,  00620013
              EFFECT OF TELEVISION, AND EXPERIENCE AS IT RELATES TO    00620014
              LANGUAGE DEVELOPMENT.                                    00620015
*SETTING      LARGE GROUP,  COLLEGE                                    00620010
*MATERIALS    NONE                                                     00620005
*LEVEL        PRE-SCH-K  GRADES 1-2                                    00620008
*GENERAL      ALL CANDIDATES                                           00620007
*HOURS        1/3                                                      00620006
*EVALUATION   LEARNER LISTS THREE CHARACTERISTIC LANGUAGE PATTERNS OF  00620019
              PRE-SCHOOL CHILDREN AT VARIOUS STAGES OF DEVELOPMENT.    00620020
*FILE         READINESS  LANGUAGE DEVELOPMENT  EARLY ELEM              00620009
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*OBJECTIVES   LEARNER LISTS THE NEUROLOGICAL FACTORS OF PRE-SCHOOL     00621014
              CHILDREN WHICH MAY AFFECT LEARNING TO READ               00621015
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES                00621016
*EXPERIENCE   LEARNER LISTENS TO THE INSTRUCTOR AS HE DISCUSSES        00621011
              NEUROLOGICAL FACTORS AND HAND PREFERENCE AS THESE MAY    00621012
              AFFECT LEARNING TO READ.                                 00621013
*SETTING      LARGE GROUP,  COLLEGE                                    00621010
*MATERIALS    NONE                                                     00621005
*LEVEL        PRE-SCH-K  GRADES 1-2                                    00621008
*GENERAL      ALL CANDIDATES                                           00621007
*HOURS        1/3                                                      00621006
*EVALUATION   LEARNER LISTS THE NEUROLOGICAL FACTORS OF PRE-SCHOOL     00621017
              CHILDREN WHICH MAY AFFECT LEARNING TO READ.              00621018
*FILE         READINESS  NEUROLOGICAL FACTORS  EARLY ELEMENTARY        00621009
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*OBJECTIVES   LEARNER LISTS THE EMOTIONAL AND SOCIAL CHARACTERISTICS OF 00622014
              PRE-SCHOOL CHILDREN AS THESE AFFECT LEARNING TO READ.    00622015
*PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                00622016
*EXPERIENCE   LEARNER LISTENS TO THE INSTRUCTOR AS HE DISCUSSES THE    00622011
              EMOTIONAL AND SOCIAL CHARACTERISTICS OF PRE-SCHOOL       00622012
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| | CHILDREN AS THESE AFFECT LEARNING TO READ. | 00622013 |
| •SETTING | LARGE GROUP, COLLEGE | 00622010 |
| •MATERIALS | NONE | 00622005 |
| •LEVEL | PRE-SCH-K GRADES 1-2 | 00622008 |
| •GENERAL | ALL CANDIDATES | 00622007 |
| •HOURS | 1/4 | 00622006 |
| •EVALUATION | LEARNER LISTS THE EMOTIONAL AND SOCIAL CHARACTERISTICS OF | 00622017 |
| | PRE-SCHOOL CHILDREN AS THESE AFFECT LEARNING TO READ. | 00622018 |
| •FILE | READINESS SOCIAL EMOTIONAL EARLY ELEMENTARY | 00622009 |

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| •OBJECTIVES | STUDENT LISTS TYPES OF MOTIVATION WHICH INFLUENCE | 00623015 |
| | BEGINNING READING SUCCESS | 00623016 |
| •PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00623017 |
| •EXPERIENCE | LEARNER LISTENS TO THE INSTRUCTOR AS HE DISCUSSES THE | 00623011 |
| | IMPORTANCE OF MOTIVATION IN LEARNING TO READ. EMPHASIS IS | 00623012 |
| | ON INTRINSIC MOTIVATION AND RECREATIONAL INFORMATIONAL | 00623013 |
| | ASPECTS OF READING. | 00623014 |
| •SETTING | LARGE GROUP, COLLEGE | 00623010 |
| •MATERIALS | NONE | 00623005 |
| •LEVEL | PRE-SCH-K GRADES 1-2 | 00623008 |
| •GENERAL | ALL CANDIDATES | 00623007 |
| •HOURS | 1/3 | 00623006 |
| •EVALUATION | LEARNER LISTS TYPES OF MOTIVATION WHICH INFLUENCE | 00623018 |
| | BEGINNING READING INSTRUCTION | 00623019 |
| •FILE | READINESS MOTIVATION EARLY ELEMENTARY | 00623009 |

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| •OBJECTIVES | GIVEN A SPECIFIC READINESS ACTIVITY, LEARNER STATES ITS | 00624017 |
| | RELATIONSHIP TO THE READING ACT AND TO THE BEGINNING | 00624018 |
| | READING PROGRAM. | 00624019 |
| •PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00624020 |
| •EXPERIENCE | LEARNER VIEWS VIDEO-TAPE WHICH ILLUSTRATE THE RELATIONSHIP | 00624012 |
| | BETWEEN READINESS ACTIVITIES AND BEGINNING READING | 00624013 |
| | INSTRUCTION. DIRECT CONNECTIONS ARE BUILT BETWEEN | 00624014 |
| | AUDITORY-VISUAL DISCRIMINATION AND PHONICS, BETWEEN | 00624015 |
| | EXPERIENTIAL BACKGROUND AND COMPREHENSION, ETC. | 00624016 |
| •SETTING | LARGE GROUP, COLLEGE | 00624011 |
| •MATERIALS | VIDEO-TAPE ON RELATIONSHIP BETWEEN READINESS AND | 00624005 |
| | BEGINNING READING INSTRUCTION | 00624006 |
| •LEVEL | PRE-SCH-K GRADES 1-2 | 00624009 |
| •GENERAL | ALL CANDIDATES | 00624008 |
| •HOURS | 1/3 | 00624007 |
| •EVALUATION | LEARNER CORRECTLY STATES THE RELATIONSHIP BETWEEN SPECIFIC | 00624021 |
| | READINESS ACTIVITY AND THE READING ACT. | 00624022 |
| •FILE | READINESS BEGINNING READING EARLY ELEM | 00624010 |

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| •OBJECTIVES | LEARNER LISTS THE CHARACTERISTICS OF BEGINNING READING | 00625014 |
| | PROGRAM AND THE READING SKILLS THAT ARE EMPHASIZED IN | 00625015 |
| | BEGINNING READING. | 00625016 |
| •PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00625017 |
| | CHARACTERISTICS OF BEGINNING READING PROGRAM, EMPHASIZING | 00625011 |
| | THE DE-CODING PROCESS. SPECIFIC SKILLS TAUGHT IN | 00625012 |
| | BEGINNING READING INSTRUCTION ARE DEVELOPED. | 00625013 |
| •SETTING | LARGE GROUP, COLLEGE | 00625010 |
| •MATERIALS | VIDEO TAPE ON BEGINNING READING PROGRAM | 00625005 |
| •LEVEL | PRE-SCH-K GRADES 1-2 | 00625008 |
| •GENERAL | ALL CANDIDATES | 00625007 |
| •HOURS | 1/3 | 00625006 |
| •EVALUATION | LEARNER LISTS CHARACTERISTICS OF BEGINNING READING PROGRAM | 00625018 |

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| | AND THE READING SKILLS EMPHASIZED IN BEGINNING READING. | 00625019 |
| *FILE | BEGINNING READING SKILLS IN - DECODING EARLY ELEM | 00625009 |

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| *OBJECTIVES | LEARNER IDENTIFIES THE READINESS CHARACTERISTICS OF | 00626016 |
| | PRE-SCHOOL AND PRIMARY GRADE PUPILS | 00626017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY | 00626018 |
| | 287 | 00626019 |
| *EXPERIENCE | IN AN INDEPENDENT LABORATORY SITUATION, LEARNER VIEWS FILM | 00626011 |
| | CLIPS OF VARIOUS PRE-SCHOOL AND PRIMARY GRADE CHILDREN, | 00626012 |
| | NOTING THE EMOTIONAL, NEUROLOGICAL, VISUAL, AUDITORY, | 00626013 |
| | LINGUISTIC, AND EXPERIENTIAL CHARACTERISTICS OR EACH | 00626014 |
| | CHILD | 00626015 |
| *SETTING | INDEPENDENT, COLLEGE | 00626010 |
| *MATERIALS | FILM CLIPS OF PRE-SCHOOL AND PRIMARY GRADE CHILDREN | 00626005 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00626008 |
| *GENERAL | ALL CANDIDATES | 00626007 |
| *HOURS | 1U2 | 00626006 |
| *EVALUATION | LEARNER IDENTIFIES THE READINESS CHARACTERISTICS OF THREE | 00626020 |
| | PRE-SCHOOL AND PRIMARY GRADE PUPILS. | 00626021 |
| *FILE | COMPREHENSION READING READINESS LABORATORY | 00626009 |

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| *OBJECTIVES | LEARNER IDENTIFIES THE CHARACTERISTICS OF THE BEGINNING | 00627015 |
| | READING PROGRAMS HE VIEWS AND THE SKILLS BEING TAUGHT. | 00627016 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00627017 |
| *EXPERIENCE | IN AN INDEPENDENT LABORATORY SITUATION, LEARNER VIEWS FILM | 00627011 |
| | CLIPS OF VARIOUS BEGINNING READING PROGRAMS, NOTING THE | 00627012 |
| | CHARACTERISTICS OF THESE PROGRAMS AND THE SKILLS BEING | 00627013 |
| | TAUGHT. | 00627014 |
| *SETTING | INDEPENDENT, COLLEGE | 00627010 |
| *MATERIALS | FILM CLIPS OF BEGINNING READING PROGRAMS. | 00627005 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00627008 |
| *GENERAL | ALL CANDIDATES | 00627007 |
| *HOURS | 1/3 | 00627006 |
| *EVALUATION | LEARNER IDENTIFIES THE CHARACTERISTICS OF BEGINNING | 00627018 |
| | READING PROGRAMS AND THE SKILLS TAUGHT. | 00627019 |
| *FILE | BEGINNING READING SKILLS LABORATORY | 00627009 |

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| *OBJECTIVES | LEARNER COMPLETES STUDY GUIDE RELATING TO HIS EXAMINATION | 00628017 |
| | OF MATERIALS FOR TEACHING READINESS AND BEGINNING READING | 00628018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00628019 |
| *EXPERIENCE | IN AN INDEPENDENT LABORATORY SITUATION AND USING A STUDY | 00628012 |
| | GUIDE PREPARED BY THE INSTRUCTOR, THE LEARNER EXAMINES | 00628013 |
| | MATERIALS FOR TEACHING READING READINESS AND BEGINNING | 00628014 |
| | READING, NOTING HIS RESPONSES TO THE INSTRUCTORS≠ | 00628015 |
| | SPECIFIC QUESTIONS ON THE STUDY GUIDE | 00628016 |
| *SETTING | INDEPENDENT, COLLEGE | 00628011 |
| *MATERIALS | STUDY GUIDE, MATERIALS FOR TEACHING READING READINESS AND | 00628005 |
| | BEGINNING READING | 00628006 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00628009 |
| *GENERAL | ALL CANDIDATES | 00628008 |
| *HOURS | 2/3 | 00628007 |
| *EVALUATION | LEARNER COMPLETES STUDY GUIDE IN A MANNER SUITABLE TO THE | 00628020 |
| | INSTRUCTOR. | 00628021 |
| *FILE | READINESS MATERIALS EARLY ELEM | 00628010 |

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| *OBJECTIVES | LEARNER READS ABOUT AND DISCUSSES PROBLEMS RELATING TO READINESS AND BEGINNING READING WHICH GO BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES. | 00629020<br>00629021<br>00629022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00629023 |
| *EXPERIENCE | AS THEY COMPLETE THE INDEPENDENT LABORATORY ACTIVITIES, LEARNERS ENTER SEMINAR TO DISCUSS AND DO INDIVIDUAL LIBRARY RESEARCH REGARDING ELEMENTS OF READINESS AND BEGINNING READING WHICH GO BEYOND PREVIOUS MODULES. TOPICS ARE CHOSEN BY THE LEARNER, UNDER GUIDANCE OF INSTRUCTOR, ON BASIS OF NEEDS + INTERESTS OF LEARNERS. SAMPLE TOPIC: IMPLICATION FOR READINESS INSTRUCTION OF FINDINGS OF DE HIRSH, ET AL. AS REPORTED IN PREDICTING READING FAILURE. | 00629011<br>00629012<br>00629013<br>00629014<br>00629015<br>00629016<br>00629017<br>00629018<br>00629019 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00629010 |
| *MATERIALS | NONE | 00629005 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00629008 |
| *GENERAL | ALL CANDIDATES | 00629007 |
| *HOURS | 1 1/2 | 00629006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00629024<br>00629025 |
| *FILE | READINESS SEMINAR EARLY ELEM | 00629009 |

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| *OBJECTIVES | GIVEN SIMULATED INFORMAL DIAGNOSTIC DATA CONCERNING A PRE-SCHOOL CHILD'S ABILITY IN THE ELEMENTS OF READINESS, THE LEARNER CAN IDENTIFY AREAS OF READINESS WHICH NEED STRENGTHENING. | 00630016<br>00630017<br>00630018<br>00630019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00630020 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR AS HE DISCRIBES METHODS FOR DIAGNOSING, THROUGH OBSERVATION AND RECORDING, A PRE-SCHOOL OR PRIMARY CHILD'S READINESS FOR READING INSTRUCTION. EMPHASIS IS ON THE ELEMENTS OF READINESS DISCRIBED IN PREVIOUS MODULES OF THIS SECTION. | 00630011<br>00630012<br>00630013<br>00630014<br>00630015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00630010 |
| *MATERIALS | SIMULATED INFORMAL DIAGNOSTIC DATA ON READINESS. | 00630005 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00630008 |
| *GENERAL | ALL CANDIDATES | 00630007 |
| *HOURS | 3/4 | 00630006 |
| *EVALUATION | LEARNER CORRECTLY IDENTIFIES THE READINESS STRENGTHS AND WEAKNESSES OF THREE PRE-SCHOOL OR PRIMARY GRADE CHILDREN FROM SIMULATED DIAGNOSTIC DATA. | 00630021<br>00630022<br>00630023 |
| *FILE | APPLICATION READINESS DIAGNOSIS EARLY ELEM | 00630009 |

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| *OBJECTIVES | GIVEN SIMULATED READINESS TEST DATA, THE LEARNER INTERPRETS THE DATA AND MAKES RECOMMENDATIONS FOR INSTRUCTION ON THE BASIS OF HIS INTERPRETATION. | 00631016<br>00631017<br>00631018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00631019 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR AS HE DISCRIBES THE USE OF READINESS TESTS AS A PREDICTOR OF READING SUCCESS. EMPHASIS IS ON THE STRENGTHS AND WEAKNESSES OF SUCH TESTS, THE INTERPRETATION OF THE SCORES AND THE IMPLICATIONS SUCH TESTS HAVE FOR INSTRUCTION. | 00631011<br>00631012<br>00631013<br>00631014<br>00631015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00631010 |
| *MATERIALS | SAMPLE READINESS TESTS. | 00631005 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00631008 |
| *GENERAL | ALL CANDIDATES | 00631007 |
| *HOURS | 3/4 | 00631006 |
| *EVALUATION | LEARNER CORRECTLY INTERPRETS SIMULATED READINESS TEST DATA AND MAKES JUSTIFIABLE RECOMMENDATIONS FOR INSTRUCTION ON THE BASIS OF HIS INTERPRETATION. | 00631020<br>00631021<br>00631022 |
| *FILE | READINESS DIAGNOSIS EARLY ELEM | 00631009 |

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| *OBJECTIVES | GIVEN SIMULATED DIAGNOSTIC INFORMATION INDICATING | 00632018 |
| | AUDITORY AND/OR VISUAL DISCRIMINATION PROBLEMS, LEARNER | 00632019 |
| | RECOMMENDS SPECIFIC TECHNIQUES AND MATERIALS TO ELIMINATE | 00632020 |
| | THE PROBLEM. | 00632021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00632022 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR WAYS | 00632013 |
| | OF STRENGTHENING VISUAL AND AUDITORY DISCRIMINATION IN | 00632014 |
| | PRE-SCHOOL AND PRIMARY CHILDREN. SPECIFIC TECHNIQUES AND | 00632015 |
| | MATERIALS ARE SHARED AND/OR CONSTRUCTED. VIDEO-TAPES ARE | 00632016 |
| | USED TO DEMONSTRATE TECHNIQUES. | 00632017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00632012 |
| *MATERIALS | READINESS MATERIALS DISIGNED TO DEVELOP AUDITORY AND | 00632005 |
| | VISUAL DISCRIMINATION; VIDEO TAPES OF LESSONS ON AUDITORY- | 00632006 |
| | VISUAL DISCRIMINATION. | 00632007 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00632010 |
| *GENERAL | ALL CANDIDATES | 00632009 |
| *HOURS | 1/2 | 00632008 |
| *EVALUATION | LEARNER CORRECTLY RECOMMENDS SPECIFIC TECHNIQUES AND | 00632023 |
| | MATERIALS TO ELEMINATE PROBLEMS OF VISUAL AND AUDITORY | 00632024 |
| | DISCRIMINATION AMONG PRE-SCHOOL AND PRIMARY GRADE CHILDREN | 00632025 |
| *FILE | READINESS AUDITORY-VISUAL DISCRIMINATION EARLY ELEM | 00632011 |

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| *OBJECTIVES | GIVEN SIMULATED DIAGNOSTIC INFORMATION INDICATING | 00633019 |
| | READINESS DIFFICULTIES RESULTING FROM INADEQUATELY | 00633020 |
| | DEVELOPED LANGUAGE FACILITY, LEARNER RECOMMENDS SPECIFIC | 00633021 |
| | TECHNIQUES AND MATERIALS TO ELIMINATE THIS PROBLEM. | 00633022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00633023 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR WAYS | 00633012 |
| | OF DEVELOPING LANGUAGE FACILITY, PARTICULARLY ORAL | 00633013 |
| | LANGUAGE, LISTENING SKILLS, AND INTERPRETATIVE SKILLS. | 00633014 |
| | SPECIFIC TECHNIQUES AND MATERIALS ARE DISPLAYED AND | 00633015 |
| | DISCUSSED, AND VIDEO-TAPED LESSONS ARE SHOWN. SPECIAL | 00633016 |
| | ATTENTION TO LANGUAGE PROBLEMS OF SUCH GROUPS AS | 00633017 |
| | INNER-CITY CHILDREN. | 00633018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00633011 |
| *MATERIALS | READINESS MATERIALS DISIGNED TO DEVELOP LANGUAGE FACILITY, | 00633005 |
| | VIDEO-TAPES OF LESSONS ON LANGUAGE DEVELOPMENT. | 00633006 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00633009 |
| *GENERAL | ALL CANDIDATES | 00633008 |
| *HOURS | 1/2 | 00633007 |
| *EVALUATION | LEARNER CORRECTLY RECOMMENDS SPECIFIC TECHNIQUES AND | 00633024 |
| | MATERIALS TO ELIMINATE PROBLEMS OF INADEQUATE LANGUAGE | 00633025 |
| | DEVELOPMENT AMONG PRE-SCHOOL AND PRIMARY CHILDREN. | 00633026 |
| *FILE | READINESS LANGUAGE DEVELOPMENT EARLY ELEM | 00633010 |

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| *OBJECTIVES | GIVEN SIMULATED DIAGNOSTIC READINESS INFORMATION | 00634019 |
| | INDICATING INSUFFICIENT EXPERIENCE AND VOCABULARY, LEARNER | 00634020 |
| | RECOMMENDS SPECIFIC TECHNIQUES AND MATERIALS TO ELIMINATE | 00634021 |
| | THE PROBLEM. | 00634022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES; | 00634023 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR WAYS | 00634012 |
| | OF DEVELOPING EXPERIENTIAL BACKGROUND AND RELATED | 00634013 |
| | VOCABULARY AS A MEANS FOR PREPARING PUPILS FOR READING. | 00634014 |
| | SPECIFIC TECHNIQUES AND MATERIALS ARE DISCUSSED, AND VIDEO | 00634015 |
| | TAPED DEMONSTRATION LESSONS ARE VIEWED. SPECIAL ATTENTION | 00634016 |
| | TO EXPERIENCE AND VOCABULARY PROBLEMS OF SUCH GROUPS AS | 00634017 |
| | INNER CITY CHILDREN. | 00634018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00634011 |
| *MATERIALS | READINESS MATERIALS RELATING TO THE DEVELOPMENT OF | 00634005 |

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| | EXPERIENTIAL BACKGROUND; VIDEO-TAPED LESSONS. | 00634006 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00634009 |
| *GENERAL | ALL CANDIDATES | 00634008 |
| *HOURS | 1/2 | 00634007 |
| *EVALUATION | LEARNER CORRECTLY RECOMMENDS SPECIFIC TECHNIQUES AND MATERIALS TO ELIMINATE PROBLEMS OF READINESS RELATED TO EXPERIENTIAL BACKGROUND AND VOCABULARY. | 00634024<br>00634025<br>00634026 |
| *FILE | READINESS EXPERIENTIAL BACKGROUND EARLY ELEM | 00634010 |

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| *OBJECTIVES | GIVEN SIMULATED DIAGNOSTIC INFORMATION INDICATING INADEQUATE MOTIVATION TO READ, LEARNER RECOMMENDS SPECIFIC TECHNIQUES AND MATERIALS TO BUILD MOTIVATION. | 00635017<br>00635018<br>00635019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY SUCCESSFUL COMPLETION OF CHILDRENS LIT COURSE | 00635020<br>00635021 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR WAYS OF BUILDING MOTIVATION TO READ. EMPHASIS IS PLACED ON THE UTILITY OF READING TO SOLVE PROBLEMS AND THE PLEASURE OF READING AS RECREATION. SPECIFIC TECHNIQUES ARE DISCUSSED AND VIDEO-TAPED DEMONSTRATIONS ARE VIEWED. | 00635012<br>00635013<br>00635014<br>00635015<br>00635016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00635011 |
| *MATERIALS | VIDEO-TAPED LESSONS; INFORMATIONAL AND RECREATIONAL BOOK FOR PRE-SCHOOL + PRIMARY CHILDREN | 00635005<br>00635006 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00635009 |
| *GENERAL | ALL CANDIDATES | 00635008 |
| *HOURS | 1/3 | 00635007 |
| *EVALUATION | LEARNER CORRECTLY RECOMMENDS SPECIFIC TECHNIQUES AND MATERIALS TO ELIMINATE PROBLEMS OF INADEQUATE MOTIVATION TO READ AMONG PRE-SCHOOL AND PRIMARY GRADE PUPILS. | 00635022<br>00635023<br>00635024 |
| *FILE | READINESS MOTIVATION EARLY ELEM | 00635010 |

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| *OBJECTIVES | GIVEN SIMULATED DIAGNOSTIC DATA INDICATION PROBLEMS OF EMOTIONAL, NEUROLOGICAL, OR SOCIAL NATURE, LEARNER RECOMMENDS SPECIFIC TECHNIQUES AND MATERIALS TO ELIMINATE THESE PROBLEMS | 00636018<br>00636019<br>00636020<br>00636021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00636022 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR WAYS OF HANDLING EMOTIONAL PROBLEMS, NEUROLOGICAL DEFECTS, PROBLEMS OF LATERALITY AND HAND PREFERENCE, AND SOCIAL PROBLEMS AS THESE AFFECT READINESS AND BEGINNING READING. SPECIFIC TECHNIQUES AND MATERIALS ARE DISCUSSED AND VIDEO-TAPED DEMONSTRATION LESSONS ARE VIEWED. | 00636012<br>00636013<br>00636014<br>00636015<br>00636016<br>00636017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00636011 |
| *MATERIALS | SPECIAL READINESS MATERIALS AND VIDEO-TAPED DEMONSTRATION LESSONS. | 00636005<br>00636006 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00636009 |
| *GENERAL | ALL CANDIDATES | 00636008 |
| *HOURS | 1/2 | 00636007 |
| *EVALUATION | LEARNER CORRECTLY RECOMMENDS TECHNIQUES AND MATERIALS DESIGNED TO ELIMINATE PROBLEMS OF EMOTIONAL, NEUROLOGICAL, AND SOCIAL NATURE AS THESE AFFECT READINESS AND BEGINNING READING. | 00636023<br>00636024<br>00636025<br>00636026 |
| *FILE | READINESS SPECIAL PROBLEMS EARLY ELEM | 00636010 |

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| *OBJECTIVES | GIVEN A HYPOTHETICAL BEGINNING READING SITUATION, LEARNER RECOMMENDS APPROPRIATE TECHNIQUES FOR DEVELOPING WORD RECOGNITION SKILLS. | 00637019<br>00637020<br>00637021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, SECTION II. | 00637022 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR WAYS | 00637012 |

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| | OF INCITING WORD RECOGNITION INSTRUCTION IN THE | 00637013 |
| | BEGINNING READING PROGRAM. SPECIFIC TECHNIQUES AND | 00637014 |
| | MATERIALS ARE SHOWN, AND VIDEO-TAPED DEMONSTRATION LESSONS | 00637015 |
| | ARE VIEWED. TECHNIQUES INCLUDED RELATE TO TEACHING | 00637016 |
| | CONTIGURATION, RIGHT WORDS, PHONIC ANALZSIS, CONTEXT, | 00637017 |
| | AND STRUCTURAL ANALZSIS. | 00637018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00637011 |
| *MATERIALS | BEGINNING READING MATERIALS FOR WORD RECOGNITION; VIDEO | 00637005 |
| | TAPED DEMONSTRATIONS. | 00637006 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00637009 |
| *GENERAL | ALL CANDIDATES | 00637008 |
| *HOURS | 3/4 | 00637007 |
| *EVALUATION | LEARNER CORRECTLY RECOMMENDS APPROPRIATE TECHNIQUES FOR | 00637023 |
| | DEVELOPING WORD RECOGNITION SKILLS IN A BEGINNING READING | 00637024 |
| | PROGRAM. | 00637025 |
| *FILE | BEGINNING READING WORD RECOGNITION EARLY ELEM | 00637010 |

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| *OBJECTIVES | GIVEN A HYPOTHETICAL BEGINNING READING SITUATION, LEARNER | 00638018 |
| | RECOMMENDS APPROPRIATE TECHNIQUES FOR DEVELOPING | 00638019 |
| | COMPREHENSION SKILLS. | 00638020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, SECTION III. | 00638021 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSS WITH THE INSTRUCTOR WAYS | 00638012 |
| | OF INITIATING COMPREHENSION INSTRUCTION IN THE BEGINNING | 00638013 |
| | READING PROGRAM. SPECIFIC TECHNIQUES AND MATERIALS ARE | 00638014 |
| | SHOWN, AND VIDEO TAPED DEMONSTRATION LESSONS ARE VIEWED. | 00638015 |
| | TECHNIQUES INCLUDED RELATE TO INTERENTIAL AND CRITICAL | 00638016 |
| | COMPREHENSION, AS WELL AS TO LITERAL. | 00638017 |
| *SETTING | SAMLL GROUP (1-12 STUDENTS), COLLEGE | 00638011 |
| *MATERIALS | BEGINNING READING MATERIALS FOR COMPREHENSION; VIDEO TAPED | 00638005 |
| | DEMONSTRATION | 00638006 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00638009 |
| *GENERAL | ALL CANDIDATES | 00638008 |
| *HOURS | 1/2 | 00638007 |
| *EVALUATION | LEARNER CORRECTLY RECOMMENDS APPROPRIATE TECHNIQUES FOR | 00638022 |
| | DEVELOPING COMPREHENSION SKILLS IN A BEGINNING READING | 00638023 |
| | PROGRAM. | 00638024 |
| *FILE | BEGINNING READING COMPREHENSION EARLY ELEM | 00638010 |

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| *OBJECTIVES | GIVEN SIMULATED DIAGNOSTIC DATA FOR A GROUP OF PRE-SCHOOL | 00639019 |
| | OR PRIMARY GRADE PUPILS, LEARNER ORGANIZES THE PUPILS FOR | 00639020 |
| | EFFECTIVE READINESS AND BEGINNING READING INSTRUCTION. | 00639021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY | 00639022 |
| | 562-591. | 00639023 |
| *EXPERIENCE | LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR WAYS | 00639011 |
| | OF ORGANIZING PRE-SCHOOL AND PRIMARY GRADE PUPILS FOR | 00639012 |
| | READINESS AND BEGINNING READING INSTRUCTION. EMPHASIS IS | 00639013 |
| | ON USING THE RESULTS OF DIAGNOSIS AND SYSTEMS OF GROUPING. | 00639014 |
| | SPECIAL ORGANIZATIONAL PROBLEMS ENCOUNTERED IN PRE-SCHOOL | 00639015 |
| | AND PRIMARY ORGAIZATION ARE DISCUSSED. VIDEO TAPED | 00639016 |
| | DEMONSTRATIONS OF VARIOUS ORGANIZATIONS IN ACTION ARE | 00639017 |
| | VIEWED. | 00639018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00639010 |
| *MATERIALS | VIDEO-TAPED DEMONSTRATIONS OF ORGANIZATIONAL PATTERNS. | 00639005 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00639008 |
| *GENERAL | ALL CANDIDATES | 00639007 |
| *HOURS | 1/2 | 00639006 |
| *EVALUATION | LEARNER USES DIAGNOSTIC DATA TO ORGANIZE PUPILS FOR | 00639024 |
| | EFFECTIVE READINESS AND BEGINNING READING INSTRUCTION. | 00639025 |
| *FILE | READINESS ORGANIZATIONAL FOR INSTRUCTION EARLY ELEM | 00639009 |

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*OBJECTIVES     LEARNER PLANS READING ACTIVITIES FOR PRE-SCHOOL AND        00640019
                BEGINNING READING PUPILS USING PRINCIPLES OF THE LANGUAGE  00640020
                EXPERIENCE APPROACH TO READING.                            00640021
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES, PARTICULARLY    00640022
                592-610.                                                   00640023
*EXPERIENCE     LEARNER LISTENS TO AND DISCUSSES WITH THE INSTRUCTOR WAYS   00640012
                OF APPROACHING BEGINNING READING INSTRUCTION.  EMPHASIS IS 00640013
                ON INCORPORATING ELEMENTS OF THE LANGJAGE EXPERIENCE       00640014
                APPROACH INTO BASAL READER INSTRUCTION AT THE BEGINNING    00640015
                READER LEVEL.  FILM IS SHOWN OF LANGUAGE EXPERIENCE        00640016
                APPROACH BEING USED IN CONJUNCTION WITH A BASAL TEXT IN    00640017
                BEGINNING READING.                                         00640018
*SETTING        SMALL GROUP (1-12 STUDENTS),  COLLEGE                      00640011
*MATERIALS      FILM ON LANGUAGE EXPERIENCE AND BASAL TEXT BEING USED IN    00640005
                BEGINNING READING.                                         00640006
*LEVEL          PRE-SCH-K  GRADES 1-2                                      00640009
*GENERAL        ALL CANDIDATES                                             00640008
*HOURS          1/2                                                        00640007
*EVALUATION     LEARNER WRITES A PLAN FOR PRE-SCHOOL AND BEGINNING READING 00640024
                PUPILS USING PRINCIPLES OF THE LANGUAGE EXPERIENCE         00640025
                APPROACH TO READING INSTRUCTION.                           00640026
*FILE           BEGINNING READING  INSTRUCTIONAL APPROACHES  EARLY ELEM    00640010
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*OBJECTIVES     LEARNER COMPLETES OBSERVATION SHEET FOR EACH OF TWO        00641015
                OBSERVATIONS IN PRE-SCHOOL AND FOR EACH OF TWO             00641016
                OBSERVATIONS IN PRIMARY GRADES.                            00641017
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                 00641018
*EXPERIENCE     LEARNER OBSERVES TWO READINESS LESSONS AND TWO BEGINNING   00641011
                READING LESSONS BEING TAUGHT IN PRE-SCHOOL AND PRIMARY     00641012
                GRADE SETTINGS.  LEARNER COMPLETES OBSERVATION SHEET       00641013
                PREPARED BY THE INSTRUCTOR.                                00641014
*SETTING        INDEPENDENT,  SCHOOL                                       00641010
*MATERIALS      GUIDED OBSERVATION SHEETS.                                 00641005
*LEVEL          PRE-SCH-K  GRADES 1-2                                      00641008
*GENERAL        ALL CANDIDATES                                             00641007
*HOURS          3                                                          00641006
*EVALUATION     LEARNER COMPLETES GUIDED OBSERVATION SHEET.                00641019
*FILE           READINESS  BEGINNING READING  CLINICAL                     00641009
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*OBJECTIVES     LEARNER DIAGNOSIS READINESS TO READ OF ONE PRE-SCHOOL      00642016
                CHILD AND TEACHES ONE READINESS LESSON TO THE CHILD BASED  00642017
                UPON THE DIAGNOSIS.                                        00642018
*PREREQUISITE   SUCCESSFUL COMPLETION OF PREVIOUS MODULES.                 00642019
*EXPERIENCE     WORKING IN A TUTORIAL SETTING, LEARNER DIAGNOSIS READINESS 00642012
                OF PRE-SCHOOL CHILD AND USES THAT DIAGNOSIS TO TEACH THE   00642013
                CHILD ONE READINESS SKILL.  LESSON IS VIDEO-TAPED AND      00642014
                LEARNER EVALUATES HIS WORK WITH HELP OF INSTRUCTOR.        00642015
*SETTING        OTHER (SPECIFY)  TUTORIAL,  SCHOOL                         00642011
*MATERIALS      VIDEO-TAPING EQUIPMENT.                                    00642005
*LEVEL          PRE-SCH-K  GRADES 1-2                                      00642008
*GENERAL        ALL CANDIDATES                                             00642007
*HOURS          2                                                          00642006
*EVALUATION     LEARNER CORRECTLY DIAGNOSIS READINESS TO READ OF ONE       00642020
                PRE-SCHOOLER AND APPLIES APPROPRIATE TECHNIQUES AND        00642021
                MATERIALS IN TEACHING THE CHILD ONE READINESS SKILL.       00642022
*FILE           READINESS  INSTRUCTIONAL PRACTICE  CLINICAL                00642009
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| *OBJECTIVES | LEARNER DIAGNOSIS READING SKILLS OF ONE BEGINNING READER | 00643016 |
| | AND TEACHES ONE READING SKILL TO THE CHILD ON THE BASIS OF | 00643017 |
| | THE DIAGNOSIS. | 00643018 |
| *PREREQUISTE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00643019 |
| *EXPERIENCE | WORKING IN A TUTORIAL SETTING, LEARNER DIAGNOSIS THE | 00643011 |
| | READING SKILL OF ONE BEGINNING READER AND USES THAT | 00643012 |
| | DIAGNOSIS TO TEACH THE CHILD ONE READING SKILL. LESSON IS | 00643013 |
| | VIDEO TAPED AND LEARNER EVALUATES HIS TEACHING, WITH THE | 00643014 |
| | HELP OF THE INSTRUCTOR. | 00643015 |
| *SETTING | OTHER (SPECIFY) TUTORIAL, SCHOOL | 00643010 |
| *MATERIALS | VIDEO-TAPING EQUIPMENT | 00643005 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00643008 |
| *GENERAL | ALL CANDIDATES | 00643007 |
| *HOURS | 2 | 00643006 |
| *EVALUATION | LEARNER CORRECTLY DIAGNOSIS READING SKILLS OF A BEGINNING | 00643020 |
| | READER AND AS APPLIES APPROPRIATE TECHNIQUES AND MATERIALS | 00643021 |
| | IN TEACHING THE CHILD ONE READING SKILL. | 00643022 |
| *FILE | BEGINNING READING INSTRUCTIONAL PRACTICE CLINICAL | 00643009 |

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| *OBJECTIVES | LEARNER APPLIES APPROPRIATE INSTRUCTIONAL TECHNIQUES AND | 00644016 |
| | MATERIALS IN TEACHING SMALL GROUPS OF PUPILS READINESS OR | 00644017 |
| | BEGINNING READING SKILLS. | 00644018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES | 00644019 |
| *EXPERIENCE | IN A MICRO-TEACHING SITUATION, LEARNER WORKS WITH SMALL | 00644011 |
| | GROUP OF PRE-SCHOOLERS OR BEGINNING READERS TEACHING | 00644012 |
| | SPECIFIC READINESS OR BEGINNING READING SKILLS. LESSON IS | 00644013 |
| | VIDEO-TAPED AND LEARNER EVALUATES HIS TEACHING UNDER | 00644014 |
| | SUPERVISION OF INSTRUCTOR. | 00644015 |
| *SETTING | OTHER (SPECIFY) MICRO-TEACHING, SCHOOL | 00644010 |
| *MATERIALS | VIDEO-TAPING EQUIPMENT | 00644005 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00644008 |
| *GENERAL | ALL CANDIDATES | 00644007 |
| *HOURS | 1 | 00644006 |
| *EVALUATION | LEARNER APPLIES APPROPRIATE INSTURCTIONAL TECHNIQUES AND | 00644020 |
| | MATERIALS IN TEACHING READINESS OR BEGINNING READING | 00644021 |
| | SKILLS TO A SMALL GROUP OF PUPILS. | 00644022 |
| *FILE | READINESS INSTRUCTIONAL PRACTICE CLINICAL | 00644009 |

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| *OBJECTIVES | LEARNER ORGANIZES A PRE-SCHOOL OR BEGINNING READING CLASS | 00645018 |
| | FOR INSTRUCTION AND PROVIDES APPROPRIATE READING | 00645019 |
| | INSTRUCTION FOR THAT CLASS FOR A PERIOD OF ONE WEEK. | 00645020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00645021 |
| *EXPERIENCE | IN A SITUATION MUCH LIKE STUDENT TEACHING, LEARNER WORKS | 00645011 |
| | WITH WHOLE CLASS OF PRE-SCHOOLERS OR BEGINNING READERS FOR | 00645012 |
| | ONE WEEK, USING DIAGNOSTIC DATA TO ORGANIZE THE CLASS FOR | 00645013 |
| | INSTRUCTION AND APPLYING APPROPRIATE INSTRUCTIONAL | 00645014 |
| | TECHNIQUES IN TEACHING THE CLASS. HIS WORK IS VIDEO TAPED | 00645015 |
| | AND LEARNER EVALUATES HIS TEACHING WITH HELP OF THE | 00645016 |
| | INSTRUCTOR. | 00645017 |
| *SETTING | OTHER (SPECIFY) STUDENT TEACHING, SCHOOL | 00645010 |
| *MATERIALS | VIDEO TAPING EQUIPMENT. | 00645005 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00645008 |
| *GENERAL | ALL CANDIDATES | 00645007 |
| *HOURS | 10 | 00645006 |
| *EVALUATION | LEARNER CORRECTLY ORGANIZES CLASS FOR INSTRUCTION AND | 00645022 |
| | APPLIES APPROPRIATE TECHNIQUES AND MATERIALS IN TEACHING | 00645023 |
| | THE CLASS. | 00645024 |
| *FILE | BEGINNING READING INSTRUCTIONAL PRACTICE EARLY ELEM | 00645009 |

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| *OBJECTIVES | LEARNER READS AND DISCUSSES PROBLEMS RELATED TO READINESS AND BEGINNING READING INSTRUCTION WHICH GO BEYOND SCOPE AND DEPTH OF PREVIOUS MODULES. | 00646018<br>00646019<br>00646020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES. | 00646021 |
| *EXPERIENCE | AS THEY COMPLETE CLINICAL ACTIVITIES, LEARNERS ENTER SEMINAR TO DISCUSS AND DO LIBRARY RESEARCH REGARDING INSTRUCTION IN READINESS AND BEGIN READING WHICH GOES BEYOND PREVIOUS MODULES. TOPICS ARE CHOSEN BY LEARNER, UNDER GUIDANCE OF INSTRUCTOR, ON BASIS OF NEEDS AND INTERESTS OF LEARNERS. SAMPLE TOPIC: THE UTILITY OF USING GEOMETRIC FORMS IN TRAINING OF VISUAL DISCRIMINATION. | 00646011<br>00646012<br>00646013<br>00646014<br>00646015<br>00646016<br>00646017 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00646010 |
| *MATERIALS | BLANK | 00646005 |
| *LEVEL | PRE-SCH-K GRADES 1-2 | 00646008 |
| *GENERAL | ALL CANDIDATES | 00646007 |
| *HOURS | 1 1/2 | 00646006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00646022<br>00646023 |
| *FILE | READINESS SEMINAR EARLY ELEM | 00646009 |

## PART VIII

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| *OBJECTIVES | LEARNER LISTS THE GENERAL READING GOALS FOR THE UPPER ELEMENTARY GRADES, INCLUDING DEVELOPMENTAL, RECREATIONAL, AND FUNCTIONAL ASPECTS. | 00647017<br>00647018<br>00647019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF SECTIONS I THROUGH VI OF THE READING METHODS COURSE. | 00647020<br>00647021 |
| *EXPERIENCE | LEARNER LISTENS AS INSTRUCTOR DISCUSSES THE RELATIONSHIP WHICH EXISTS IN THE UPPER GRADES BETWEEN DEVELOPMENTAL, FUNCTIONAL, AND RECREATIONAL READING. GENERAL GOALS OF EACH AREA ARE DEVELOPED, AND THE TEACHING PERSONNEL USUALLY RESPONSIBLE FOR EACH AREA IN THE UPPER GRADES ARE IDENTIFIED. | 00647011<br>00647012<br>00647013<br>00647014<br>00647015<br>00647016 |
| *SETTING | LARGE GROUP, COLLEGE | 00647010 |
| *MATERIALS | NONE | 00647005 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00647008 |
| *GENERAL | ALL CANDIDATES | 00647007 |
| *HOURS | 1/6 | 00647006 |
| *EVALUATION | LEARNER LISTS THE GENERAL READING GOALS FOR THE UPPER ELEMENTARY GRADES. | 00647022<br>00647023 |
| *FILE | KNOWLEDGE READING GOALS MIDDLE SCHOOL | 00647009 |

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| *OBJECTIVES | LEARNER LISTS GOALS OF DEVELOPMENTAL READING IN THE MIDDLE SCHOOL. | 00648016<br>00648017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF SECTION I THROUGH VI AND OF PREVIOUS MODULE. | 00648018<br>00648019 |
| *EXPERIENCE | LEARNER VIEWS A VIDEO-TAPE WHICH DEVELOP THE DEVELOPMENTAL READING PROBLEMS ENCOUNTERED AT THE UPPER GRADE LEVEL AND THE MAJOR THRUST OF INSTRUCTION AT THAT LEVEL. EMPHASIS IS ON INDEPENDENCE IN READING, INCREASED FLEXIBILITY OF RATE, AND HIGHER LEVELS OF COMPREHENSION. | 00648011<br>00648012<br>00648013<br>00648014<br>00648015 |
| *SETTING | LARGE GROUP, COLLEGE | 00648010 |
| *MATERIALS | VIDEO-TAPE ON DEVELOPMENTAL READING AT UPPER GRADES. | 00648005 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00648008 |
| *GENERAL | ALL CANDIDATES | 00648007 |
| *HOURS | 1/3 | 00648006 |
| *EVALUATION | LEARNER LISTS GOALS OF DEVELOPMENTAL READING AT THE MIDDLE SCHOOL LEVEL. | 00648020<br>00648021 |
| *FILE | DEVELOPMENTAL READING GOALS MIDDLE SCHOOL | 00648009 |

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| *OBJECTIVES | LEARNER LISTS GOALS OF FUNCTIONAL READING INSTRUCTION. | 00649018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF SECTIONS I THROUGH VI AND PREVIOUS MODULES IN SECTION VIII | 00649019<br>00649020 |
| *EXPERIENCE | LEARNER VIEWS A VIDEO-TAPE WHICH DEVELOPS THE PROBLEMS OF READING IN THE CONTENT AREAS AND THE ASPECTS OF FUNCTIONAL READING WHICH ARE DESIGNED TO AID IN ELIMINATING THESE PROBLEMS. EMPHASIS IS ON ORGANIZATIONAL SKILLS, LOCATIONAL SKILLS, SPECIALIZED TERMINOLOGY, HIGHER LEVELS OF COMPREHENSION, AND STUDY TECHNIQUES. | 00649012<br>00649013<br>00649014<br>00649015<br>00649016<br>00649017 |
| *SETTING | LARGE GROUP, COLLEGE | 00649011 |
| *MATERIALS | VIDEO-TAPE ON PROBLEMS AND GOALS ASSOCIATED WITH FUNCTIONAL READING. | 00649005<br>00649006 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00649009 |
| *GENERAL | ALL CANDIDATES | 00649008 |
| *HOURS | 102 | 00649007 |
| *EVALUATION | LEARNER LISTS GOALS OF FUNCTIONAL READING. | 00649021 |
| *FILE | KNOWLEDGE FUNCTIONAL READING GOALS MIDDLE SCHOOL | 00649010 |

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| *OBJECTIVES | LEARNER LISTS THE GOALS OF RECREATIONAL READING AT THE MIDDLE SCHOOL. | 00650018<br>00650019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF SECTIONS I THROUGH VI AND PREVIOUS MODULES IN SECTION VIII. SUCCESSFUL COMPLETION OF CHILDREN'S LIT COURSE | 00650020<br>00650021<br>00650022 |
| *EXPERIENCE | LEARNER VIEWS A VIDEO-TAPE WHICH DEVELOPS THE RECREATIONAL READING PROBLEMS ENCOUNTERED AT THE UPPER GRADE LEVELS AND THE MAJOR THRUST OF INSTRUCTION IN RECREATIONAL READING AT THAT LEVEL. EMPHASIS IS ON DEVELOPING THE READING HABIT, READING INTERESTS, AND READING TASTES. | 00650012<br>00650013<br>00650014<br>00650015<br>00650016<br>00650017 |
| *SETTING | LARGE GROUP, COLLEGE | 00650011 |
| *MATERIALS | VIDEO-TAPE ON RECREATIONAL READING AT THE UPPER GRADE LEVELS. | 00650005<br>00650006 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00650009 |
| *GENERAL | ALL CANDIDATES | 00650008 |
| *HOURS | 1/3 | 00650007 |
| *EVALUATION | LEARNER LISTS GOALS OF RECREATION READING IN MIDDLE SCHOOL | 00650023 |
| *FILE | RECREATIONAL READING GOALS MIDDLE SCHOOL | 00650010 |

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| *OBJECTIVES | LEARNER LISTS THE RESPONSIBILITIES OF CONTENT SPECIALISTS FOR FUNCTIONAL AND RECREATIONAL READING CONSTRUCTION. | 00651019<br>00651020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII AND OF SECTIONS I THROUGH VI. | 00651021<br>00651022 |
| *EXPERIENCE | LEARNER LISTENS AS INSTRUCTOR DISCUSSES THE RESPONSIBILITY FOR READING INSTRUCTION WHICH IS HELD BY THE CONTENT SPECIALISTS IN MIDDLE SCHOOLS. EMPHASIS IS ON CONTENT SPECIALISTS DEVELOPING IN THEIR CLASSES SYSTEMATIC PROGRAMS OF FUNCTIONAL AND RECREATIONAL READING. FILM CLIPS OF FUNCTIONAL AND RECREATIONAL READING ACTIVITIES BEING CARRIED OUT IN MIDDLE SCHOOL CLASSES ARE SHOWN | 00651012<br>00651013<br>00651014<br>00651015<br>00651016<br>00651017<br>00651018 |
| *SETTING | LARGE GROUP, COLLEGE | 00651011 |
| *MATERIALS | FILM CLIPS OF FUNCTIONAL AND RECREATIONAL READING ACTIVITIES IN MIDDLE SCHOOL CONTENT CLASSES. | 00651005<br>00651006 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00651009 |
| *GENERAL | ALL CANDIDATES | 00651008 |
| *HOURS | 1/3 | 00651007 |
| *EVALUATION | LEARNER LISTS RESPONSIBILITIES OF CONTENT SPECIALISTS FOR FUNCTIONAL AND RECREATIONAL READING CONSTRUCTION. | 00651023<br>00651024 |
| *FILE | READING SPECIALISTS IN CONTENT MIDDLE SCHOOL | 00651010 |

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| *OBJECTIVES | LEARNER COMPLETES PROGRAMED TEXTBOOK ON FUNCTIONAL READING | 00652019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII AND OF SECTIONS I THROUGH VI. | 00652020<br>00652021 |
| *EXPERIENCE | WORKING IN AN INDEPENDENT LABORATORY SITUATION, LEARNER USES PROGRAMED MATERIAL TO INVENTORY BOTH HIS FUNCTIONAL READING SKILLS (EXCEPT DICTIONARY SKILLS) AND HIS ABILITY TO IDENTIFY THE UNITS OF READING HE USES IN FUNCTIONAL READING ACTIVITIES. IF LEARNER CANNOT COMPLETE CORRECTLY ONE OF THE TASKS, HE IS BRANCHED TO A SECTION OF THE TEXT DESIGNED TO PROVIDE HIM WITH EXTRA HELP IN THAT AREA. | 00652012<br>00652013<br>00652014<br>00652015<br>00652016<br>00652017<br>00652018 |
| *SETTING | INDEPENDENT, COLLEGE | 00652011 |
| *MATERIALS | PROGRAMED TEXT ON FUNCTIONAL READING. | 00652005 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00652008 |
| *GENERAL | ALL CANDIDATES | 00652007 |
| *MODES | 1/2 | 00652006 |
| *EVALUATION | LEARNER COMPLETES PROGRAMED TEXTBOOK ON FUNCTIONAL READING | 00652022 |
| *FILE | COMPREHENSION FUNCTIONAL READING SELF-INVENTORY LABORATORY | 00652009<br>00652010 |

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| *OBJECTIVES | LEARNER COMPLETES PROGRAMED TEXTBOOK ON THE DICTIONARY. | 00653017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII AND OF SECTIONS I THROUGH VI. | 00653018<br>00653019 |
| *EXPERIENCE | WORKING IN AN INDEPENDENT LABORATORY SITUATION, LEARNER USES PROGRAMED MATERIAL TO INVENTORY HIS OWN SKILL IN USING THE DICTIONARY AND HIS KNOWLEDGE OF THE COMPONENTS OF THE DICTIONARY. IF LEARNER CANNOT COMPLETE CORRECTLY ONE OF THE TASKS, HE IS BRANCHED TO A SECTION OF THE TEXT DESIGNED TO PROVIDE HIM WITH EXTRA HELP IN THAT AREA. | 00653011<br>00653012<br>00653013<br>00653014<br>00653015<br>00653016 |
| *SETTING | INDEPENDENT, COLLEGE | 00653010 |
| *MATERIALS | PROGRAMED TEXT ON THE DICTIONARY | 00653005 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00653008 |
| *GENERAL | ALL CANDIDATES | 00653007 |
| *MODES | 1/2 | 00653006 |
| *EVALUATION | LEARNER COMPLETE PROGRAMED TEXTBOOK ON THE DICTIONARY. | 00653020 |
| *FILE | FUNCTIONAL READING SELF-INVENTORY LABORATORY | 00653009 |

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| *OBJECTIVES | LEARNER IDENTIFIES DEVELOPMENTAL, FUNCTIONAL, AND RECREATIONAL READING ACTIVITIES AND THE SPECIFIC SKILLS BEING TAUGHT. | 00654015<br>00654016<br>00654017 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII AND OF SECTIONS I THROUGH VI. | 00654018<br>00654019 |
| *EXPERIENCE | WORKING IN AN INDEPENDENT LABORATORY SITUATION, LEARNER VIEWS FILM CLIPS OF VARIOUS MIDDLE GRADE CLASSROOMS, NOTING DEVELOPMENTAL, FUNCTIONAL, AND RECREATIONAL ACTIVITIES AND THE SPECIFIC SKILLS BEING TAUGHT. | 00654011<br>00654012<br>00654013<br>00654014 |
| *SETTING | INDEPENDENT, COLLEGE | 00654010 |
| *MATERIALS | FILM CLIPS OF MIDDLE SCHOOL READING ACTIVITIES. | 00654005 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00654008 |
| *GENERAL | ALL CANDIDATES | 00654007 |
| *MODES | 1/3 | 00654006 |
| *EVALUATION | LEARNER IDENTIFIES DEVELOPMENTAL, FUNCTIONAL, AND RECREATIONAL READING ACTIVITIES AND THE SPECIFIC SKILLS BEING TAUGHT. | 00654020<br>00654021<br>00654022 |
| *FILE | READING SKILLS, MIDDLE SCHOOL | 00654009 |

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| *OBJECTIVES | LEARNER COMPLETES STUDY GUIDE RELATING TO HIS EXAMINATION OF MATERIALS FOR TEACHING FUNCTIONAL AND RECREATIONAL READING. | 00655018<br>00655019<br>00655020 |

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| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII AND OF SECTIONS I THROUGH VI. | 00655021<br>00655022 |
| *EXPERIENCE | WORKING IN AN IDEPENDENT LABORATORY SITUATION AND USING A STUDY GUIDE PREPARED BY THE INSTRUCTOR, THE LEARNER EXAMINES MATERIALS FOR TEACHING FUNCTIONAL AND RECREATIONAL READING IN THE UPPER GRADES, NOTING HIS RESPONSE TO THE INSTRUCTOR'S SPECIFIC QUESTIONS IN THE STUDY GUIDE. | 00655012<br>00655013<br>00655014<br>00655015<br>00655016<br>00655017 |
| *SETTING | INDEPENDENT, COLLEGE | 00655011 |
| *MATERIALS | STUDY GUIDE AND MATERIALS FOR TEACHING FUNCTIONAL AND RECREATIONAL READING. | 00655005<br>00655006 |
| *LEVEL | GRADES 1-4 GRADES 5-8 | 00655009 |
| *GENERAL | ALL CANDIDATES | 00655008 |
| *HOURS | 2/3 | 00655007 |
| *EVALUATION | LEARNER COMPLETES THE STUDY GUIDE IN A MANNER SUITABLE TO THE INSTRUCTOR. | 00655023<br>00655024 |
| *FILE | READING MATERIALS MIDDLE SCHOOL | 00655010 |

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| *OBJECTIVES | LEARNER READS ABOUT AND DISCUSSES PROBLEMS RELATING TO READING IN THE MIDDLE SCHOOL WHICH GO BEYOND SCOPE AND FOR DEPTH OF PREVIOUS MODULES. | 00656019<br>00656020<br>00656021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII AND OF SECTIONS I THROUGH VI. | 00656022<br>00656023 |
| *EXPERIENCE | AS THEY COMPLETE INDEPENDENT LABORATORY ACTIVITIES, LEARNERS ENTER SEMINAR TO DISCUSS AND DO INDIVIDUAL LIBRARY RESEARCH ABOUT FUNCTIONAL AND RECREATIONAL READING IN THE MIDDLE SCHOOL. TOPICS ARE CHOSEN BY THE LEARNER, UNDER GUIDANCE OF THE INSTRUCTOR, ON BASIS OF NEEDS AND INTERESTS OF LEARNER. SAMPLE TOPIC: IS IT REALLY NECESSARY FOR A MIDDLE SCHOOL TEACHER OF A CONTENT LIKE MATHEMATICS TO KNOW HOW TO TEACH READING. | 00656011<br>00656012<br>00656013<br>00656014<br>00656015<br>00656016<br>00656017<br>00656018 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00656010 |
| *MATERIALS | NONE | 00656005 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00656008 |
| *GENERAL | ALL CANDIDATES | 00656007 |
| *HOURS | 1 1/2 | 00656006 |
| *EVALUATION | LEARNER SPEAKS TO THE TOPIC AT LEAST ONCE DURING EACH SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00656024<br>00656025 |
| *FILE | FUNCTIONAL AND RECREATIONAL SEMINAR MIDDLE SCHOOL | 00656009 |

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| *OBJECTIVES | GIVEN SIMULATED DIAGNOSTIC DATA ON PUPILS USE OF LOCATIONAL SKILLS, LEARNER IDENTIFIES SPECIFIC SKILLS WHICH NEED STRENGTHENING. | 00657016<br>00657017<br>00657018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII AND OF SECTIONS I THROUGH VI | 00657019<br>00657020 |
| *EXPERIENCE | LEARNER LISTENS TO THE INSTRUCTOR AND DISCUSSES INFORMAL TECHNIQUES FOR DIAGNOSING MIDDLE SCHOOL PUPILS' SKILL IN USING LOCATIONAL SKILLS, SUCH AS DICTIONARIES, OTHER REFERENCE SOURCES, CARD CATALOGUES, ETC. | 00657012<br>00657013<br>00657014<br>00657015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00657011 |
| *MATERIALS | SIMULATED INFORMAL DIAGNOSTIC DATA ON PUPILS' USE OF LOCATIONAL SKILLS. | 00657005<br>00657006 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00657009 |
| *GENERAL | ALL CANDIDATES | 00657008 |
| *HOURS | 1/4 | 00657007 |
| *EVALUATION | LEARNER WAS SIMULATED DATA TO CORRECTLY IDENTIFY SPECIFIC LOCATIONAL SKILLS WHICH NEED STRENGTHENING. | 00657021<br>00657022 |
| *FILE | FUNCTIONAL READING DIAGNOSIS MIDDLE SCHOOL | 00657010 |

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*OBJECTIVES    GIVEN SIMULATED DIAGNOSTIC DATA INDICATING A DEFICIENCY OF 00658019
               LOCATIONAL SKILLS, LEARNER RECOMMENDS SPECIFIC             00658020
               TECHNIQUES AND MATERIALS FOR ELIMENATING THE DEFICIENCY    00658021
*PREREQUISITE  SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII  00658022
               AND OF SECTIONS I-VI.                                      00658023
*EXPERIENCE    LEARNER LISTENS TO THE INSTRUCTOR AND DISCUSSES METHODS    00658013
               FOR TEACHING LOCATIONAL SKILLS, SUCH AS DICTIONARIES,      00658014
               OTHER REFERANCE SOURCES, CARD CATALOGUES, ETC.  EMPHASIS   00658015
               IS ON INTEGRATING INSTRUCTION WITH CONTENT, INTRINSIC      00658016
               MOTIVATION, DEVELOPING UNDERSTANDING, AND CONDUCTING       00658017
               EFFECTIVE PRACTICE.                                        00658018
*SETTING       SMALL GROUP (1-12 STUDENTS),  COLLEGE                      00658012
*MATERIALS     SIMULATED DIAGNOSTIC DATA INDICATING DEFICIENCY OF         00658005
               LOCATIONAL SKILLS                                          00658006
*LEVEL         GRADES 3-4  GRADES 5-8                                     00658009
*GENERAL       ALL CANDIDATES                                             00658008
*MODES         2/3                                                        00658007
*EVALUATION    LEARNER RECOMMENDS MATERIALS AND TECHNIQUES FOR            00658024
               CORRECTING LOCATIONAL SKILL DEFICIENCY INDICATED BY        00658025
               SIMULATED DIAGNOSIS.                                       00658026
*FILE          FUNCTIONAL READING  INSTRUCTIONAL TECHNIQUES  MIDDLE       00658010
               SCHOOL                                                     00658011
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*OBJECTIVES    GIVEN SIMULATED DIAGNOSTIC DATA INDICATING A DEFICIENCY OF 00659016
               ORGANIZATIONAL SKILLS, LEARNER IDENTIFIES SPECIFIC SKILLS  00659017
               WHICH NEED STRENGTHENING.                                  00659018
*PREREQUISITE  SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII  00659019
               AND OF SECTIONS I-VI                                       00659020
*EXPERIENCE    LEARNER LISTENS TO THE INSTRUCTOR AND DISCUSSES INFORMAL    00659012
               TECHNIQUES FOR DIAGNOSING MIDDLE PUPILS' SKILL IN USING    00659013
               ORGANIZING SKILLS SUCH AS NOTE-TAKING, OUTLINING,          00659014
               SUMMARIZING, ETC.                                          00659015
*SETTING       SMALL GROUP (1-12 STUDENTS),  COLLEGE                      00659011
*MATERIALS     SIMULATED INFORMAL DIAGNOSTIC DATA ON PUPILS' USE OF       00659005
               ORGANIZATIONAL SKILLS.                                     00659006
*LEVEL         GRADES 3-4  GRADES 5-8                                     00659009
*GENERAL       ALL CANDIDATES                                             00659008
*MODES         1/3                                                        00659007
*EVALUATION    LEARNER CORRECTLY IDENTIFIES SPECIFIC ORGANIZATIONAL       00659021
               SKILLS WHICH NEED STRENGTHENING.                           00659022
*FILE          FUNCTIONAL READING  DIAGNOSIS  MIDDLE SCHOOL               00659010
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*OBJECTIVES    GIVEN SIMULATED DIAGNOSTIC DATA INDICATING DEFICIENCY OF   00660017
               ORGANIZATIONAL SKILLS, LEARNER RECOMMENDS MATERIAL AND     00660018
               TECHNIQUES FOR ELIMENATING DEFICIENCY                      00660019
*PREREQUISITE  SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII  00660020
               AND OF SECTIONS I-VI.                                      00660021
*EXPERIENCE    LEARNER LISTENS TO THE INSTRUCTOR AND DISCUSSES METHOD FOR 00660013
               TEACHING ORGANIZATIONAL SKILLS SUCH AS NOTE-TAKING,        00660014
               OUTLINING, SUMMARIZING.  EMPHASIS IS ON TECHNIQUES         00660015
               SIMILAR TO THOSE IN MODULE                                 00660016
*SETTING       SMALL GROUP (1-12 STUDENTS),  COLLEGE                      00660012
*MATERIALS     SIMULATED DIAGNOSTIC DATA ON PUPILS' USE OF ORGANIZATIONAL 00660005
               SKILLS.                                                    00660006
*LEVEL         GRADES 3-4  GRADES 5-8                                     00660009
*GENERAL       ALL CANDIDATES                                             00660008
*MODES         1/3                                                        00660007
*EVALUATION    LEARNER RECOMMENDS MATERIALS AND TECHNIQUES FOR CORRECTING 00660022
               ORGANIZATIONAL SKILL DEFICIENCIES INDICATED BY SIMULATED   00660023
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| | DIAGNOSIS. | 00660024 |
| *FILE | FUNCTIONAL READING INSTRUCTIONAL TECHNIQUES MIDDLE SCHOOL | 00660010<br>00660011 |

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| *OBJECTIVES | GIVEN SAMPLE MIDDLE SCHOOL TEXTUAL MATERIAL, LEARNER IDENTIFIES TERMINOLOGY DIFFICULTIES AND RECOMMENDS TECHNIQUES FOR ELIMINATING DIFFICULTIES WITHIN THE SUBJECT AREA. | 00661016<br>00661017<br>00661018<br>00661019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII AND OF SECTIONS I-VI, PARTICULARLY SECTION III. | 00661020<br>00661021 |
| *EXPERIENCE | LEARNER LISTENS TO INSTRUCTOR AND DISCUSSES WITH HIM PROBLEMS OF VOCABULARY WHICH OCCUR DURING TEACHING OF CONTENT SUBJECTS. PRINCIPLES OF DIAGNOSIS AND INSTRUCTION DEVELOPED IN SECTION III ARE APPLIED TO MIDDLE SCHOOL SITUATION. | 00661011<br>00661012<br>00661013<br>00661014<br>00661015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00661010 |
| *MATERIALS | SAMPLE TEXTUAL MATERIAL FOR MIDDLE SCHOOL CONTENT SUBJECT. | 006610 05 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00661008 |
| *GENERAL | ALL CANDIDATES | 006610 07 |
| *HOURS | 1/2 | 006610 06 |
| *EVALUATION | LEARNER CORRECTLY IDENTIFIES TERMINOLOGY DIFFICULTIES OF MIDDLE SCHOOL TEXTBOOK AND RECOMMENDS TECHNIQUES FOR ELIMINATING THESE DIFFICULTIES WITHIN THE SUBJECT AREA. | 00661022<br>00661023<br>00661024 |
| *FILE | FUNCTIONAL READING VOCABULARY MIDDLE SCHOOL | 00661009 |

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| *OBJECTIVES | GIVEN SAMPLE TEXTUAL MATERIAL FOR MIDDLE SCHOOL CONTENT SUBJECT LEARNER IDENTIFIES WAYS MATERIAL CAN BE USED FOR VARIOUS LEVELS OF COMPREHENSION AND CAN RECOMMEND TECHNIQUES FOR TEACHING FOR EACH LEVEL OF COMPREHENSION WITHIN THE SUBJECT AREA. | 00662018<br>00662019<br>00662020<br>00662021<br>00662022 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII AND OF SECTIONS I-VI, PARTICULARLY SECTION III. | 00662023<br>00662024 |
| *EXPERIENCE | LEARNER LISTENS TO THE INSTRUCTOR AND DISCUSSES WITH HIM PROBLEMS OF COMPREHENSION WHICH OCCUR DURING TEACHING OF CONTENT SUBJECTS. PRINCIPLES OF DIAGNOSIS AND INSTRUCTION DEVELOPED IN SECTION III ARE APPLIED TO MIDDLE SCHOOL, WITH SPECIAL EMPHASIS ON IDENTIFYING PURPOSES OF COMPREHENSION AND NEED FOR MORE TASKS REQUIRING HIGHER LEVEL COMPREHENSION. | 00662011<br>00662012<br>00662013<br>00662014<br>00662015<br>00662016<br>00662017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00662010 |
| *MATERIALS | SAMPLE TEXTUAL MATERIAL FOR MIDDLE SCHOOL CONTENT SUBJECT. | 006620 05 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00662008 |
| *GENERAL | ALL CANDIDATES | 006620 07 |
| *HOURS | 1/2 | 006620 06 |
| *EVALUATION | LEARNER CORRECTLY IDENTIFIES WAYS IN WHICH SPECIFIC SUBJECT AREA CONTENT CAN BE USED TO DEVELOP VARIOUS LEVELS OF COMPREHENSION AND RECOMMEND INSTRUCTIONAL TECHNIQUES FOR TEACHING EACH LEVEL. | 00662025<br>00662026<br>00662027<br>00662028 |
| *FILE | FUNCTIONAL READING COMPREHENSION MIDDLE SCHOOL | 00662009 |

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| *OBJECTIVES | GIVEN SIMULATED DIAGNOSTIC DATA INDICATING THAT A CHILD FAILS TO REMEMBER WHAT HE READS, LEARNER CAN RECOMMEND SPECIFIC INSTRUCTIONAL TECHNIQUES TO ELIMINATE DEFICIENCY. | 00663019<br>00663020<br>00663021 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII AND OF SECTIONS I-VI. | 00663022<br>00663023 |
| *EXPERIENCE | LEARNER LISTENS TO THE INSTRUCTOR AND DISCUSSES WITH HIM PROBLEMS PUPILS HAVE REMEMBERING WHAT IS READ, THE REASONS FOR THIS DEFICIENCY, WAYS OF DIAGNOSING IT, AND | 00663012<br>00663013<br>00663014 |

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| | SPECIFIC INSTRUCTIONAL TECHNIQUES FOR ELIMINATING THE | 00663015 |
| | DEFICIENCY. EMPHASIS IS ON ESTABLISHING PURPOSE FOR | 00663016 |
| | READING AND UNDERSTANDING THE ORGANIZATION OF WHAT IS READ | 00663017 |
| | SPECIFIC TECHNIQUES SUCH AS SQ3R ARE DEVELOPED. | 00663018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00663011 |
| *MATERIALS | SIMULATED DIAGNOSTIC DATA ON PUPILS WHO FAIL TO REMEMBER | 00663005 |
| | WHAT IS READ | 00663006 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00663009 |
| *GENERAL | ALL CANDIDATES | 00663008 |
| *MODES | 2/3 | 00663007 |
| *EVALUATION | LEARNER CORRECTLY RECOMMENDS SPECIFIC TECHNIQUES FOR | 00663024 |
| | HELPING PUPILS REMEMBER WHAT THEY READ. | 00663025 |
| *FILE | FUNCTIONAL READING STUDY TECHNIQUES MIDDLE SCHOOL | 00663010 |

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| *OBJECTIVES | GIVEN SAMPLE TEXTUAL MATERIAL FOR MIDDLE SCHOOL SUBJECT, | 00664018 |
| | LEARNER DESCRIBES WAY IN WHICH STUDY TECHNIQUES COULD BE | 00664019 |
| | USED WITH THE MATERIAL TO DEVELOP RATE FLEXIBILITY. | 00664020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII | 00664021 |
| | AND OF SECTIONS I-VI, PARTICULARLY SECTION IV. | 00664022 |
| *EXPERIENCE | LEARNER LISTENS TO THE INSTRUCTOR AND DISCUSSES WITH HIM | 00664011 |
| | PROBLEMS OF RATE WHICH OCCUR DURING TEACHING OF CONTENT | 00664012 |
| | SUBJECTS. PRINCIPLES OF DIAGNOSIS AND INSTRUCTION | 00664013 |
| | DEVELOPED IN SECTION IV ARE APPLIED TO MIDDLE SCHOOL, WITH | 00664014 |
| | SPECIAL EMPHASIS ON USING STUDY TECHNIQUES DEVELOPED IN | 00664015 |
| | PREVIOUS MODULE AS A MEANS FOR DEVELOPING FLEXIBILITY OF | 00664016 |
| | RATE. | 00664017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00664010 |
| *MATERIALS | SAMPLE TEXTUAL MATERIAL FOR MIDDLE SCHOOL CONTENT AREA. | 00664005 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00664008 |
| *GENERAL | ALL CANDIDATES | 00664007 |
| *MODES | 1/3 | 00664006 |
| *EVALUATION | LEARNER CORRECTLY DESCRIBES WAY STUDY TECHNIQUES CAN BE | 00664023 |
| | USED WITH MIDDLE SCHOOL TEXTUAL MATERIAL TO DEVELOP | 00664024 |
| | FLEXIBILITY OF RATE. | 00664025 |
| *FILE | FUNCTIONAL READING RATE MIDDLE SCHOOL | 00664009 |

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| *OBJECTIVES | GIVEN SAMPLE TEXTUAL MATERIAL FOR A MIDDLE SCHOOL CONTENT | 00665017 |
| | AREA AND A HYPOTHETIC RANGE OF READING ABILITY AMONG | 00665018 |
| | PUPILS, LEARNER CAN RECOMMEND TECHNIQUES FOR EFFECTIVELY | 00665019 |
| | TEACHING THE CONTENT IN SPITE OF THE READING DIFFERENCES. | 00665020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII | 00665021 |
| | AND OF SECTIONS I-VI, PARTICULARLY SECTION V. | 00665022 |
| *EXPERIENCE | LEARNER LISTENS TO THE INSTRUCTOR AND DISCUSSES WITH HIM | 00665012 |
| | TECHNIQUES FOR HANDLING WIDE DIFFERENCES IN READING | 00665013 |
| | ABILITY WITHIN A SINGLE CONTENT CLASSROOM IN THE MIDDLE | 00665014 |
| | SCHOOL. EMPHASIS IS ON GROUPING, LISTENING, AND USE OF | 00665015 |
| | STUDY GUIDES. | 00665016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00665011 |
| *MATERIALS | SAMPLE TEXTUAL MATERIAL FOR A MIDDLE SCHOOL CONTENT | 00665005 |
| | SUBJECT. | 00665006 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00665009 |
| *GENERAL | ALL CANDIDATES | 00665008 |
| *MODES | 2/3 | 00665007 |
| *EVALUATION | LEARNER RECOMMENDS APPROPRIATE TECHNIQUES FOR HANDLING | 00665023 |
| | INDIVIDUAL READING DIFFERENCES WITHIN A CONTENT AREA. | 00665024 |
| *FILE | FUNCTIONAL READING INDIVIDUAL DIFFERENCES MIDDLE SCHOOL | 00665010 |

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| *OBJECTIVES | LEARNER LISTS TECHNIQUES FOR DEVELOPING THE RECREATIONAL | 00666018 |
| | READING HABIT, READING INTERESTS, AND READING TASTES IN | 00666019 |
| | THE MIDDLE SCHOOL. | 00666020 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII | 00666021 |
| | AND OF SECTIONS I-IV. SUCCESSFUL COMPLETION OF | 00666022 |
| | CHILDREN≠S LITERATURE COURSE | 00666023 |
| *EXPERIENCE | LEARNER LISTENS TO INSTRUCTOR AND DISCUSSES WITH HIM | 00666012 |
| | TECHNIQUES FOR DEVELOPING THE RECREATIONAL READING HABIT, | 00666013 |
| | READING INTERESTS, AND READING TASTES IN THE MIDDLE SCHOOL. | 00666014 |
| | EMPHASIS IS ON THE APPROPRIATE USE OF BOOK REPORTS, ORAL | 00666015 |
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| | APPLICABILITY OF INDIVIDUALIZED READING IS ALSO DEVELOPED. | 00666017 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00666011 |
| *MATERIALS | NONE | 00666005 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00666008 |
| *GENERAL | ALL CANDIDATES | 00666007 |
| *HOURS | 2/3 | 00666006 |
| *EVALUATION | LEARNER LISTS INSTRUCTIONAL TECHNIQUES FOR DEVELOPING THE | 00666024 |
| | RECREATIONAL READING HABIT, READING INTERESTS, AND READING | 00666025 |
| | TASTES IN THE MIDDLE SCHOOL. | 00666026 |
| *FILE | RECREATIONAL READING INSTRUCTIONAL TECHNIQUES MIDDLE | 00666009 |
| | SCHOOL | 00666010 |

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|---|---|---|
| *OBJECTIVES | LEARNER LISTS TECHNIQUES FOR DEVELOPING THE READING | 00667017 |
| | HABIT WITHIN A CONTENT AREA. | 00667018 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII | 00667019 |
| | AND OF SECTIONS I-VI. SUCCESSFUL COMPLETION OF | 00667020 |
| | CHILDREN≠S LIT. COURSE. | 00667021 |
| *EXPERIENCE | LEARNER LISTENS TO INSTRUCTOR AND DISCUSSES WITH HIM | 00667012 |
| | TECHNIQUES FOR DEVELOPING THE READING HABIT WITHIN | 00667013 |
| | CONFINES OF CONTENT SUBJECTS. EMPHASIS IS ON THE USE OF | 00667014 |
| | INFORMATIONAL TYPES OF TRADE BOOKS IN CONJUNCTION WITH | 00667015 |
| | UNITS OF STUDY IN CONTENT AREAS. | 00667016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00667011 |
| *MATERIALS | NONE | 00667005 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00667008 |
| *GENERAL | ALL CANDIDATES | 00667007 |
| *HOURS | 1/3 | 00667006 |
| *EVALUATION | LEARNER LISTS INSTRUCTIONAL TECHNIQUES FOR DEVELOPING | 00667022 |
| | THE READING HABIT WITHIN A CONTENT SUBJECT. | 00667023 |
| *FILE | RECREATIONAL READING INSTRUCTIONAL TECHNIQUES MIDDLE | 00667009 |
| | SCHOOL | 00667010 |

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|---|---|---|
| *OBJECTIVES | LEARNER READS ABOUT AND DISCUSSES PROBLEMS RELATED TO | 00673018 |
| | READING IN THE MIDDLE SCHOOL. | 00673019 |
| *PREREQUISITE | SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII | 00673020 |
| | AND OF SECTION I-VI. | 00673021 |
| *EXPERIENCE | AS THEY COMPLETE CLINICAL ACTIVITIES, LEARNERS ENTER | 00673011 |
| | SEMINAR TO DISCUSS AND DO LIBRARY RESEARCH REGARDING | 00673012 |
| | SPECIAL PROBLEMS OF READING INSTRUCTION FOUND IN THE | 00673013 |
| | MIDDLE SCHOOL. TOPICS ARE CHOSEN BY THE LEARNER, UNDER | 00673014 |
| | GUIDANCE OF INSTRUCTOR, ON BASIS OF NEEDS AND INTERESTS OF | 00673015 |
| | LEARNERS. SAMPLE TOPIC: SHOULD BASAL TEXTS BE ELIMINATED | 00673016 |
| | IN FAVOR OF TRADE BOOKS IN MIDDLE SCHOOLS. | 00673017 |
| *SETTING | OTHER (SPECIFY) SEMINAR, COLLEGE | 00673010 |
| *MATERIALS | NONE | 00673005 |
| *LEVEL | GRADES 3-4 GRADES 5-8 | 00673008 |
| *GENERAL | ALL CANDIDATES | 00673007 |
| *HOURS | 1 1/2 | 00673006 |
| *EVALUATION | LEARNER SPEAKS ON THE TOPIC AT LEAST ONCE DURING EACH | 00673022 |
| | SEMINAR DISCUSSION OF WHICH HE IS A PART. | 00673023 |
| *FILE | SEMINAR INSTRUCTIONAL PRACTICES MIDDLE SCHOOL | 00673009 |

## LANGUAGE ARTS

The prospective teacher is no stranger to the language arts. Since early childhood he has made extensive use of them. The specific mental processes, however, through which a learner masters the techniques and the art of listening, speaking, reading and writing are not clearly understood. Possessing a capability is not synonymous with understanding the means of accomplishment or with knowing how to transmit that capability to another person. In the case of language arts, certain skills and techniques are understood, and a prospective teacher can learn how to assist children in the development of desirable language arts skills.

Man is an interactor--a communicator. The sum of language is interchange (reception and expression) and the sum is enhanced by reciprocation between reception and expression. Ideas develop and grow through such reciprocation or interaction. It is, therefore, important that teachers be knowledgeable concerning the language skills of reception, expression and interaction.

### PURPOSES

All children develop habits and skills of communication long before they begin their formal education. These skills are immensely varied, but are the bases from which all teachers should begin instruction. Every teacher in every content area is concerned with the language arts since the skills associated with reception, expression, and interactive communication are, in varying degrees, essential to all learning. Futhermore, language is manipulable in increasingly sophisticated levels as a pupil enhances through practice and insight his skills in the use of language. The general purpose of language arts instruction for children then becomes acquisition of increasingly effective language habits and the broadening of initiatory communication skills. This general goal requires that teacher practitioners themselves be capable of adequate communication. Moreover, these practitioners must be capable of providing

learning situations in which pupils can master particular skills and abilities of the language arts.

Some of the specific language abilities which pupils need to master are.

1. Techniques of discriminative observation: aural, oral, and visual.

2. Skill in listening, not only attentively and perceptively, but critically, creatively, and courteously.

3. Intelligent use of mass means of communication.

4. Ability to talk with a group as well as with individuals.

5. Facility with the English language through awareness of language patterns and structure and through mastery of effective skills in practical and creative writing (including spelling and handwriting)

6. Ability to use the tools of the language arts: dictionaries, encyclopedias, and other reference materials.

7. Skills of self evaluation in the language arts.

8. Enthusiasm for continued learning through communication skills.

## DEVELOPING INSTRUCTIONAL STRATEGIES

By what means can a teacher preparation program develop in prospective teachers the ability to assist pupils in learning the skills and abilities needed in the language arts? In general, the means will be the same as those used to develop in trainees the ability to guide children in the mastery of any form of learning.

In the Introduction to Professional Use of Knowledge a discussion of instruction strategies called attention to variables that must be recognized, studied, and selected from in the

# PURPOSES OF THE LANGUAGE ARTS SEGMENT WITHIN THE PROFESSIONAL USE OF KNOWLEDGE COMPONENT OF THE BEHAVIORAL SCIENCE ELEMENTARY TEACHER EDUCATION PROJECT

To prepare teacher candidates capable of providing circumstances whereby elementary pupils can acquire skills in:

- Techniques of discriminative observation
- Listening ability
- Speaking ability
- Intelligent use of mass communication
- Awareness and facility with language structure and patterns
- Writing, spelling, and handwriting
- Use of the reference and resource tools of the language arts
- Self-evaluation of communication abilities

by an examination of the:

Purposes and procedures | of language arts programs in elementary schools both: | Descriptively and Prescriptively

as influenced by:

Social
Personal
Physical
Professional / academic | variables

through a study of:

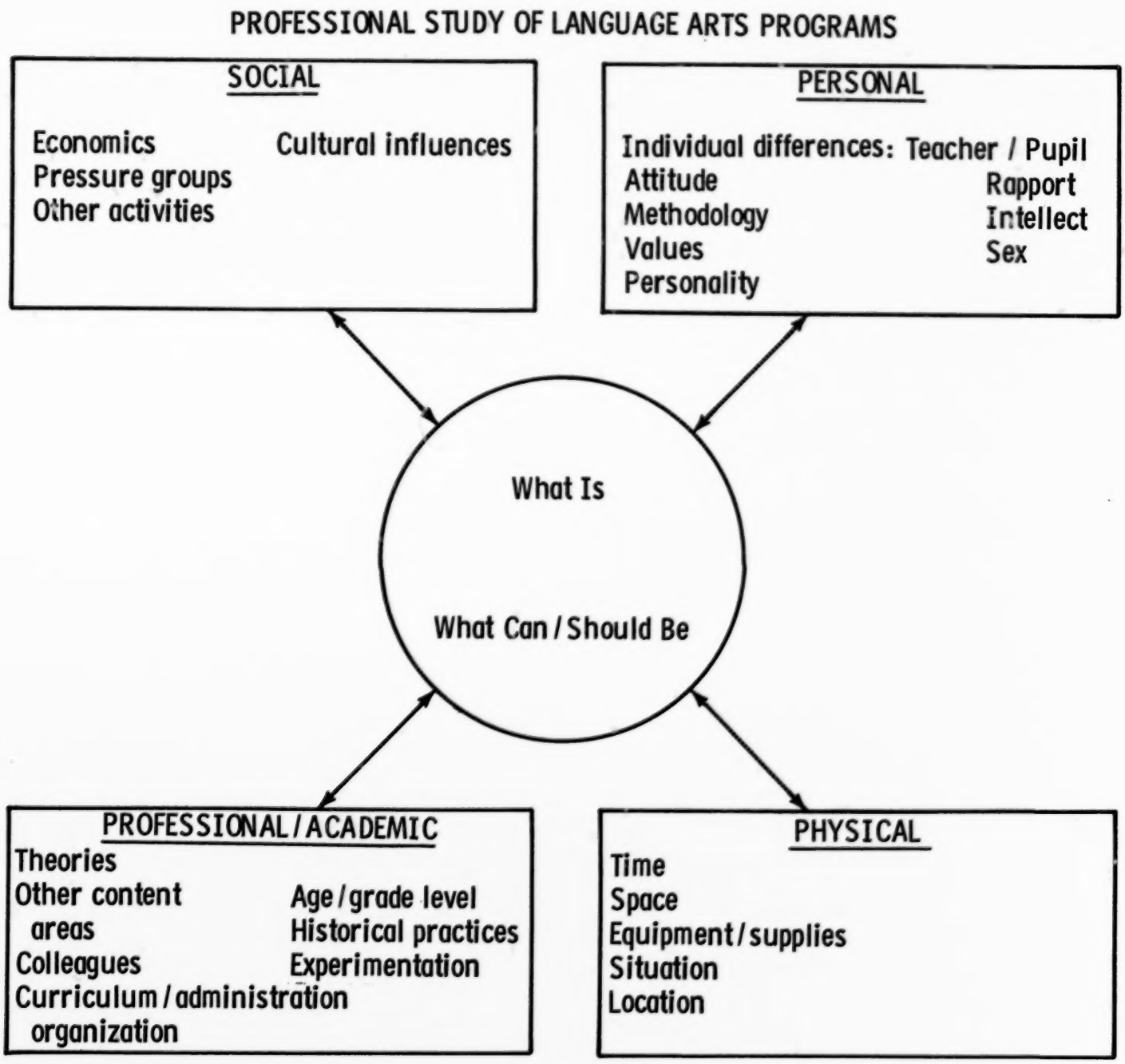
Objectives of language arts instruction

- Principles of planning for language arts instruction
- Organizational patterns of instruction and teaching styles
- Techniques for evaluation in language arts

in the language arts areas of:

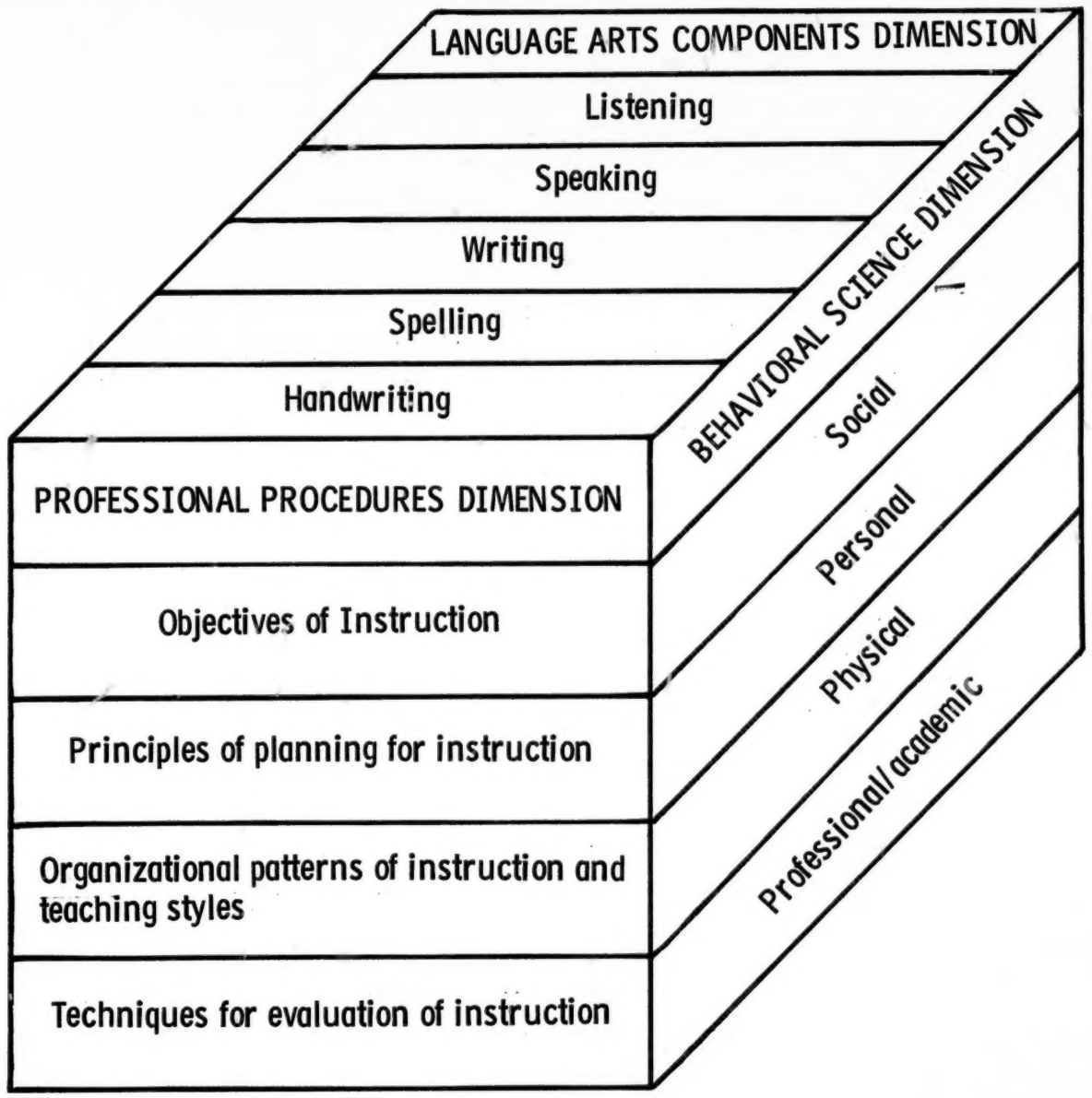
Listening
Speaking
Writing | Spelling
Handwriting

process of developing a working hypothesis. The variables that impinge on a language arts experience are numerous and complex, of course. They can, however, be suggested in the following diagram.



Interrelationships are inherent in all study. Throughout the major curricular area, Professional Use of Knowledge, the two dimensions, content and common instructional factors, are woven together in many different patterns. In a similar fashion the content of language arts study is interrelated with the instructional strategies which are developed for each learning experience. Such interrelationships are evident in the experience modules that follow this introduction and they are shown in the following model:

INTERRELATIONS OF DIMENSIONS IN THE PROFESSIONAL USE OF KNOWLEDGE
LANGUAGE ARTS



The variables suggested above are the raw material used in the teaching act. A superior teacher preparation program develops teachers who can analyze the teaching act. Such analysis involves selecting the goals of instruction, determining the extent of pupils' related knowledge, planning, guiding pupil experiences which are expected to meet the goals, and evaluating the success of the experiences. The analytic teacher bases each of these decisions on his knowledge of education theory, teaching practice, and the affecting variables. The steps he follows have been summarized in the program model as:

1. describing
2. analyzing
3. hypothesizing
4. prescribing
5. treating, and
6. evaluating

The teacher who functions in this manner is using what this program model calls "a clinical behavior style" of teaching. The ideal then provides a standard of measure for the real, permitting a progression from the practices of yesterday to the practices of today and tomorrow.

## ORGANIZATION

Instructional sessions in this component include large group lectures and demonstrations, independent study, and small group discussion. Both direct and indirect means are utilized to take the candidate through four stages of preparation for teaching the elementary school areas of language arts: listening, speaking and writing.

1. Knowledge of language arts content, instructional strategies, and their interrelationships.

2. Directed observation of content and instruction

3. Practice in manipulating knowledge of content and strategies.

4. Refinement of acquired content and skills.

This four-stage approach characterizes a program with a behavioral science orientation. The trainee benefits from clinical experience coordinated with his other university classes and culminating in an intern experience involving responsibility in an actual school.

The usual instructional resources are supplemented by adequate assistance to permit small group interaction and the means for either by-passing certain experience modules or recycling in order to account for individual differences in trainee readiness, rate, and capacity. The module approach, with both its "prerequisites" and "evaluation" components facilitates such individualization. Continued program evaluation refines the plan both as to efficiency and effectiveness.

Video taping and playback facilities and attendant live, simulated, and recorded sources are required. A further need is implied in a program designed to be individualized: If instruction and related experiences are to occur at a pace primarily established by the learner, planned instruction must lend itself to programming, both linear and branching, for independent study; instructional resources must be sufficient to provide personnel to service trainee needs for repetition and adaptation. The instructional modules that are a part of this component have been designed to meet these needs where possible. Individual and specific circumstances of the implementing institution will dictate the extension, reduction, or modification of these modules to serve the requirements.

## HYPOTHESES UNDERGIRDING LANGUAGE ARTS STUDY

The following hypotheses guided the development of instruction in the language arts component of Professional Use

of Knowledge.

A. Listening

It is believed that teacher-trainees who:

1. know that the majority of communication is aural-oral are more likely to give attention to these modes of communication;

2. study listening as consisting of the acts of selecting, attending, and analyzing (and dependent in part on the quality level of learning) are more likely to be qualified to identify listening problems and to act on them;

3. experience attention and remediation to their listening skills are more likely to provide such attention to the listening skills of their pupils;

4. know the purpose of an aural experience before experiencing it are more likely to attain the stated purpose;

5. recognize that the "selecting and attending" features of the listening act are influenced by physiological (comfort, health, etc.), locational (where and when), sociological (culture, environment, etc. ) and psychological (emotion, fear, interest, etc.) circumstances are more likely to account for those circumstances;

6. recognize the "analyzing" features of the listening act to be a function of skill in information collection, selection, ordering, logic, etc. and dependent on the "selecting and attending" features are more likely to teach those skills;

7. view listening as a skill or competency provided for and taught by other teachers are more likely

to include such instruction in their repetoire;

8. are provided with an initiatory inventory of means for teaching listening are more likely to use these and other means for improving listening in their instruction;

9. understand the relationship between listening and both reading and writing are more likely to give instructional attention to listening skills;

10. understand the interdependence of hearing, listening, and speaking are more likely to provide instructional attention to the interaction of these skills;

11. can identify, analyze, and prescribe remediation or improvement for their own listening problems and skills are more likely to be capable in the same way with the problems and skills of their pupils; and

12. have practice in identifying, analyzing, and prescribing remediation or improvement for the listening skills of others are more likely to carry out that practice independently in teaching.

B. Speaking

It is believed that teacher-trainees who:

1. see oral communication as a significant means of both transmitting and receiving information will tend to give attention to skills of oral expression such as vocabulary, inflection, tone, and gestures;

2. see both reading and writing as "talk written down" will see oral communication as foundational to both reading and writing and be more likely to provide rich and varied oral experiences for students;

3. have examined their own oral communication critically and analytically will be more capable of diagnosing and remediating the oral communication of students.

4. see oral communication as only one means of expression are less likely to give undue attention to that means, e.g., oral reading;

5. recognize that experience is the foundation of oral language will be more likely to provide such experience and to arrange opportunities for oral manipulation of that experience;

6. know that the act of expressing deepens understanding will be more likely to permit and encourage varied and even error-laden expression;

7. see oral communication as including separate skills related to presentation, conversation, dialogue, discussion, narration, and dramatics will be more likely to provide instruction in each of these communication skills;

8. know that a democratic system of government demands the participation of active, thinking, communicating members, will be more likely to plan for and encourage talk among class members, and between class members and himself.

9. have experienced and overcome fear of oral presentation are more likely to provide "safe" initiatory experiences for pupils;

10. have had experience speaking with children are less likely to fear this aspect of teaching and consequently communicate more effectively;

11. know the developmental nature of speech are more likely to be capable of diagnosing and pres-

cribing for continued growth based on the status of an individual pupil's development.

C. Writing

It is believed that teacher-trainees who:

1. are themselves capable and experienced with practical and creative writing are more likely to make provision for such writing in their instruction as well as to provide acceptable models;

2. know the specific skills necessary to practical writing are more likely to provide for student instruction in such needed skills;

3. understand the uses for practical and creative writing are more likely to provide for such instruction;

4. see writing as a means by which writers are judged intellectually and socially will be more apt to provide instructional opportunities for students to increase their range of appropriate writing behaviors; and

5. see effective writing as resulting from stimulating, real, utilitarian, and needed experiences will be more likely to provide those circumstances in writing instruction.

D. Spelling

It is believed that teacher-trainees who:

1. know of the varied sources of the English language are more likely to teach spelling as a system with regularity rather than a rote memorization skill;

2. understand the relationship between spelling recall difficulty and word class are more likely to provide multiple strategies for teaching correct spelling;

3. understand the multi-sensory learning possibilities of spelling are more likely to provide such experience in their teaching;

4. know the sources of words in various spelling lists are less likely to place undue emphasis on group spelling accuracy;

5. know that spelling is primarily a function of communication and that "correct" spelling is temporal and a matter of convention are more likely to make spelling purposeful and meaningful;

6. understand the small value of isolated spelling drill are more likely to plan spelling experiences which are useful;

7. understand that learning styles vary with individuals will be more likely to seek the style appropriate to a learner and provide related experiences.

8. know the most efficient system for learning the graphology of words are more likely to use that system in spelling instruction;

9. understand the partial dependence of spelling on personal speech are more likely to provide needed remediation in the speech area as well as spelling; and

10. know that correct spelling ability is functional only to the extent the word is understood are more likely to provide for understanding and use as an integral part of spelling instruction.

E. Handwriting

Teacher candidates who:

1. understand handwriting as a supportive skill to writing will be less likely to give undue attention to this skill as an isolated learning;

2. know the individuality of handwriting will be less likely to instruct toward conformity to a model and more likely to provide diagnosis based on individualized instruction;

3. know that communication through writing requires that the orthography conform reasonably to acceptable models are more likely to provide realistic instruction to achieve individuality within communicable forms in handwriting instruction; and

4. know both cursive and manuscript writing and are proficient in both are more likely to be capable of teaching those skills.

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*OBJECTIVES    KNOWLEDGE OF WORD SOURCES (LANGUAGE) AND SYSTEMS OF          00754016
               ENGLISH ORTHOGRAPHY,  ABILITY TO STATE GENERALIZATIONS FOR   00754017
               SPELLING REGULARITY OF A SELECTED LIST OF WORDS,             00754018
*PREREQUISITE EXPERIENCE WITH THE FORM AND SYNTAX OF ENGLISH AND THE        00754019
               RELATIONSHIP BETWEEN PHONEMES AND GRAPHEMES (LINGUISTICS)    00754020
*EXPERIENCE    EXAMINE A LIST OF 25-50 SPELLING WORDS SELECTED AT RANDOM    00754011
               FROM ANY ONE SPELLING MANUAL AS PROVIDED BY INSTRUCTOR,      00754012
               CANDIDATE IDENTIFIES THE LANGUAGE SOURCE OF THE ROOT WORDS   00754013
               AND DEVELOPS A SET OF SPELLING GENERALIZATIONS TO ACCOUNT    00754014
               FOR THE ORTHOGRAPHY OF EACH WORD, OR GROUP OF WORDS,         00754015
*SETTING       INDEPENDENT,  BLANK                                          00754010
*MATERIALS     LISTS OF SPELLING WORDS FROM STANDARD ELEMENTARY SPELLER,    00754005
*LEVEL         ALL GRADES                                                   00754008
*GENERAL       ALL CANDIDATES                                               00754007
*HOURS         1                                                            00754006
*EVALUATION    LANGUAGE SOURCES OF SPELLING WORDS CORRECTLY IDENTIFIED      00754021
               AND GENERALIZATIONS ACCOUNT FOR EACH GROUP OF WORDS, WITH    00754022
               EXCEPTIONS CITED WHERE NECESSARY,                            00754023
*FILE          SPELLING  COLLEGE  ORTHOGRAPHY                               00754009
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*OBJECTIVES    MATCHING OF SPELLING GENERALIZATIONS AND WORD EXAMPLES AS     00755016
               RELATED TO OWN, INDUCTIVELY ARRIVED AT, SPELLING             00755017
               GENERALIZATIONS                                              00755018
*PREREQUISITE PRECEDING MODULE-754,                                         00755019
*EXPERIENCE    CANDIDATES CORRELATE A LIST OF SPELLING GENERALIZATIONS       00755011
               WITH THEIR OWN GENERALIZATIONS (PREVIOUS EXPERIENCE MODULE   00755012
               ) AND A SPECIFIED LIST OF SPELLING WORDS THAT ILLUSTRATE     00755013
               SPELLING GENERALIZATIONS, E.G, Q-U, PLURALS, PAST TENSE,     00755014
               VERBALS, ORDER OF LETTERS, ETC,                              00755015
*SETTING       INDEPENDENT,  COLLEGE                                        00755010
*MATERIALS     LISTS OF SPELLING GENERALIZATIONS AND EXAMPLE WORDS,          00755009
*LEVEL         ALL GRADES                                                   00755008
*GENERAL       ALL CANDIDATES                                               00755007
*HOURS         1/2                                                          00755006
*EVALUATION    SPELLING GENERALIZATIONS AND EXAMPLES MATCHED WITH 90 %      00755020
               ACCURACY,                                                    00755021
*FILE          GENERALIZATIONS  SPELLING WORDS  INDUCTIVE REASONING         00755009
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*OBJECTIVES    LISTING OF REASONS, WITH EXAMPLES, FOR SPELLING DIFFICULTY   00756017
               BASED ON TYPE OF WORD,                                       00756018
*PREREQUISITE NONE                                                         00756019
*EXPERIENCE    CANDIDATE STUDIES CAUSES OF SPELLING DIFFICULTY ASSOCIATED   00756011
               WITH WORD CLASS (ABSTRACT OR CONCRETE REFERANT), FUNCTION    00756012
               (ACTION, SERVICE WORD, NAME, ETC,), EXPERIENTIAL REFERENT,   00756013
               OR PHONETIC INCONSISTENCIES,  REASONS AND EXAMPLE WORDS      00756014
               ARE LISTED OR IDENTIFIED IN DISCUSSION,  OTHER CAUSES FOR    00756015
               SPELLING DIFFICULTY DISCUSSED,                               00756016
*SETTING       INDEPENDENT,  BLANK                                          00753010
*MATERIALS     BLANK                                                        00756005
*LEVEL         ALL GRADES                                                   00756008
*GENERAL       ALL CANDIDATES                                               00756007
*HOURS         1                                                            00756006
*EVALUATION    LIST AND EXAMPLES COMPLETE.  DISCUSSION INCLUDES OTHER       00756020
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|---|---|---|
| | CAUSES, | 00756021 |
| *FILE | SPELLING CAUSES DIFFICULITIES IN SPELLING | 00756009 |
| *OBJECTIVES | TO IDENTIFY WORDS WITH POTENTIAL SPELLING RECALL | 00757017 |
| | DIFFICULTY DUE TO CLASS (ABSTRACT OR CONCRETE REFERANT), | 00757018 |
| | FUNCTION (SERVICE, NAME, ACTION, ETC,), EXPERIENTIAL | 00757019 |
| | REFERANT, OR PHONETIC INCONSISTENCIES, | 00757020 |
| *PREREQJISITE | KNOWLEDGE OF CAUSES FOR SPELLING RECALL DIFFICULTY, | 00757021 |
| | PREVIOUS MODULE-756, | 00757022 |
| *EXPERIENCE | CANDIDATE MARKS WORDS ON A LIST OF RANDOMLY SELECTED | 00757012 |
| | SPELLING WORDS (FROM ANY ONE SPELLING MANUAL) TO CLASSIFY | 00757013 |
| | SUCH WORDS AS TO THEIR RELATIVE DIFFICULTY FOR SPELLING | 00757014 |
| | RECALL, CLASSIFICATION IS JUSTIFIED IN DISCUSSION OR | 00757015 |
| | WRITING. | 00757016 |
| *SETTING | OTHER (SPECIFY) BLANK, BLANK | 00757011 |
| *MATERIALS | LISTS OF SPELLING WORDS FROM ANY STANDARD SPELLER USED IN | 00757005 |
| | ELEMENTARY SCHOOLS, | 00757006 |
| *LEVEL | ALL GRADES | 00757009 |
| *GENERAL | ALL CANDIDATES | 00757008 |
| *HOURS | 1 | 00757007 |
| *EVALUATION | SELECTION AND CLASSIFICATION BY CAUSE IS 90 % ACCURATE OR | 00757023 |
| | ADEQUATELY JUSTIFIED AS EVALUATED ON PREVIOUSLY | 00757024 |
| | ESTABLISHED CRITERIA BY PEER CANDIDATE, | 00757025 |
| *FILE | COLLEGE SPELLING RECALL PROBLEMS | 00757010 |

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| *OBJECTIVES | OBSERVATION AND NOTE TAKING OF SPELLING INSTRUCTION THAT | 00758016 |
| | INCLUDES ATTENTION TO SYSTEMATIC MEANS FOR CORRECT | 00758017 |
| | SPELLING RECALL BASED ON SPECIFIC CAUSES FOR SPELLING | 00758018 |
| | DIFFICULTY, | 00758019 |
| *PREREQJISITE | PREVIOUS MODULES 756 AND 757-KNOWLEDGE OF AND EXPERIENCE | 00758020 |
| | WITH IDENTIFYING CAUSES AND EXAMPLES FOR SPELLING | 00758021 |
| | DIFFICULTY | 00758022 |
| *EXPERIENCE | OBSERVES AND TAKES NOTES ON INSTRUCTION THAT INCLUDES | 00758011 |
| | TEACHING STRATIGIES THAT ACCOUNT FOR STUDENT LEARNING | 00758012 |
| | DIFFICULTIES IN SPELLING ENGENDERED BY WORD CLASS, | 00758013 |
| | FUNCTION, EXPERIENTIAL REFERANT, AND/OR PHONETIC | 00758014 |
| | INCONSISTENCIES, | 00758015 |
| *SETTING | INDEPENDENT, SCHOOL | 00758010 |
| *MATERIALS | BLANK | 00758005 |
| *LEVEL | ALL GRADES | 00758008 |
| *GENERAL | ALL CANDIDATES | 00758007 |
| *HOURS | 1/2 | 00758006 |
| *EVALUATION | NOTES FROM OBSERVATION CITE EXAMPLES FOR 90 % OF TEACHING | 00758023 |
| | STRATEGIES USED, AS JUDGED BY INSTRUCTOR ACCOUNTING, | 00758024 |
| *FILE | SPELLING OBSERVATION TEACHING METHODS | 00758009 |

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| *OBJECTIVES | PRACTICE INSTRUCTION IN SPELLING WHICH REQUIRES | 00759014 |
| | TECHNIQUES ENHANCING STUDENT PROBABILITY OF CORRECT | 00759015 |
| | SPELLING RECALL WHEN WORDS POSE LEARNING PROBLEMS BASED ON | 00759016 |
| | CLASS, FUNCTION, EXPERIENTIAL REFERENT, ETC, | 00759017 |
| *PREREQJISITE | PREVIOUS MODULES 756-758 | 00759018 |
| *EXPERIENCE | CANDIDATE MICRO-TEACHES A SPELLING LESSON AND ACCOUNTS FOR | 00759011 |
| | VARYING CAUSES OF WORD DIFFICULTY IN HIS TEACHING | 00759012 |
| | STRATEGIES, | 00759013 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00759010 |
| *MATERIALS | MICRO-TEACHING FACILITIES | 00759005 |
| *LEVEL | ALL GRADES | 00759008 |
| *GENERAL | ALL CANDIDATES | 00759007 |

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*HOURS          1/3                                                          00759006
*EVALUATION     INSTRUCTIONAL STRATEGIES ARE JUDGED EFFECTIVE BY PANEL OF    00759019
                PEERS, SPELLING RECALL OF SUBJECTS IS JUSTIFIABLY            00759020
                ACCURATE,                                                    00759021
*FILE           SPELLING  MICRO-TEACHING  WORD PROBLEMS TEACHING METHODS,    00759009
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*OBJECTIVES     KNOWLEDGE, EXPERIENCE, AND RECOUNTING OF THE VALUES OF       00760019
                MULTI-SENSORY MODES OF STUDY FOR PURPOSES OF IDENTICAL       00760020
                RECALL,                                                      00760021
*PREREQUISITE   NONE                                                         00760022
*EXPERIENCE     CANDIDATES ARE DIVIDED INTO FOUR EQUAL GROUPS, GROUPS        00760011
                STUDY TEN IDENTICAL NONSENSE WORDS SEPARATELY AND WITH AN    00760012
                EQUAL AMOUNT OF TIME, EACH OF THREE GROUPS STUDY IS          00760013
                LIMITED TO ONE SENSORY MODE (VISUAL, KINEASTHETIC, AURAL)    00760014
                WHILE ONE GROUP STUDIES USING ALL THREE SENSES, ALL          00760015
                CANDIDATES ARE TESTED ON NONSENSE SPELLING WORDS IN          00760016
                WRITING IMMEDIATELY FOLLOWING STUDY AND AFTER A TIME DELAY   00760017
                WHICH PREVENTS FURTHER STUDY,                                00760018
*SETTING        SMALL GROUP (1-12 STUDENTS), BLANK                           00760010
*MATERIALS      LISTS OF EQUIVALENT NONSENSE WORDS                           00760005
*LEVEL          ALL GRADES                                                   00760008
*GENERAL        ALL CANDIDATES                                               00760007
*HOURS          1                                                            00760006
*EVALUATION     CANDIDATES CAN GENERALIZE FROM THE EXPERIENCE THE            00760023
                VALIDITY OF MULTI-SENSORY APPROACHES TO SPELLING STUDY       00760024
                (AND/OR THE INDIVIDUALITY OF LEARNING STYLES),               00760025
*FILE           COLLEGE  SPELLING  MULTI-SENSORY APPROACH                    00760009
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*OBJECTIVES     PRACTICE INSTRUCTION IN SPELLING USING MULTI-SENSORY         00761014
                APPROACHES                                                   00761015
*PREREQUISITE   PREVIOUS MODULE 760,                                         00761016
*EXPERIENCE     CANDIDATE TEACHES A GROUP OF CHILDREN A SET OF SPELLING      00761011
                WORDS DRAWN FROM THE STUDENTS' COMMON SPELLING ERRORS,       00761012
                INSTRUCTION IS BASED ON MULTI-SENSORY APPROACH               00761013
*SETTING        INDEPENDENT,  SCHOOL                                         00761010
*MATERIALS      BLANK                                                        00761005
*LEVEL          ALL GRADES                                                   00761008
*GENERAL        ALL CANDIDATES                                               00761007
*HOURS          1/3                                                          00761006
*EVALUATION     SUBJECTS CAN CORRECTLY SPELL AN INCREASED NUMBER OF          00761017
                PREVIOUSLY MISSPELLED WORDS,                                 00761018
*FILE           SPELLING  CLINIC  MULTI-SENSORY INSTRUCTION                  00761009
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*OBJECTIVES     KNOWLEDGE OF AND ABILITY TO RECOUNT THE SIGNIFICANCE AMONG   00762018
                SOURCES OF SPELLING WORDS, GRADE LEVEL OF ASSIGNMENT, AND    00762019
                RELATIVE UTILITY/DIFFICULTY OF SPELLING FOR A GROUP OF       00762020
                CHILDREN,                                                    00762021
*PREREQUISITE   NONE                                                         00762022
*EXPERIENCE     DISCOVER THE SOURCE OF THE SPELLING WORDS FOUND IN ANY       00762012
                SPELLER USED IN AN ELEMENTARY SCHOOL, SELECT TWENTY WORDS    00762013
                AT ANY GRADE LEVEL AND COMPARE THEIR EXISTENCE AND GRADE     00762014
                LEVEL ASSIGNMENT IN ANY OTHER SPELLER, WRITE UP FINDINGS     00762015
                AND CONCLUSIONS AS RELATED TO SPELLING PROGRAM               00762016
                RECOMMENDATIONS,                                             00762017
*SETTING        INDEPENDENT,  BLANK                                          00762011
*MATERIALS      SETS OF ELEMENTARY SCHOOL SPELLERS AND TEACHER'S MANUALS     00762005
                FOR SAME                                                     00762006
*LEVEL          ALL GRADES                                                   00762009
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| *GENERAL | ALL CANDIDATES | 00762008 |
| *HOURS | 2 | 00762007 |
| *EVALUATION | CANDIDATE CAN LIST DIFFERENTIAL SOURCES AND NOTE VARYING GRADE LEVEL ASSIGNMENT BY DIFFERENT AUTHORS OF SPELLING WORDS, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS ARE CONSISTENT WITH DATA AS JUDGED BY INSTRUCTOR, | 00762023<br>00762024<br>00762025<br>00762026 |
| *FILE | COLLEGE SPELLING SPELLING PROGRAM DEVELOPMENT | 00762010 |

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| *OBJECTIVES | TO NOTE CHANGES IN TIME OF ≠CORRECT≠ SPELLINGS, TO LIST EXAMPLES OF SUCH CHANGE, AND SPECULATE ON CAUSES FOR CHANGE, | 00763018<br>00763019<br>00763020 |
| *PREREQUISITE | NONE | 00763021 |
| *EXPERIENCE | EXAMINE A LIST OF WORDS THAT EXEMPLIFY TEMPORAL CHANGE IN SPELLING OF WORDS (THRU, THEATER, ETC,) AND RELATIVE PREFERENCE LEVELS OF WORDS AS REVEALED BY DICTIONARIES PUBLISHED AT DIFFERENT TIMES, SPECULATIONS ON CAUSES (MASS COMMUNICATION, KNOWLEDGE GROWTH, TIME, ECONOMY, USAGE, AMERICANIZING, ETC,) FOR CHANGES IN SPELLING ARE LISTED, | 00763011<br>00763012<br>00763013<br>00763014<br>00763015<br>00763017<br>00763017 |
| *SETTING | INDEPENDENT, COLLEGE | 00763010 |
| *MATERIALS | SELECTED WORD LISTS | 00763005 |
| *LEVEL | ALL GRADES | 00763008 |
| *GENERAL | ALL CANDIDATES | 00763007 |
| *HOURS | 1 | 00763006 |
| *EVALUATION | LIST SEVERAL EXAMPLES OF TIME CHANGES IN ≠CORRECT≠ SPELLING OF WORDS, EXAMPLES OF CHANGES CAN BE LOGICALLY RELATED TO SPECULATED CAUSES FOR CHANGE, | 00763022<br>00763023<br>00763024 |
| *FILE | SPELLING WORD CHANGE TIME CONNECTION | 00763009 |

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| *OBJECTIVES | CLASSIFY WORDS AND IDENTIFY EXAMPLES AS RELATIVELY MORE OR LESS IMPORTANT AS TO SPELLING ACCURACY, | 00764015<br>00764016 |
| *PREREQUISITE | NONE | 00764017 |
| *EXPERIENCE | SEPARATE WORDS ON A LIST AS MORE OR LESS IMPORTANT AS TO SPELLING ACCURACY, CLASSIFY TYPES OF WORDS BASED ON THEIR CATEGORIZATION AS MORE OR LESS IMPORTANT AS TO SPELLING ACCURACY, | 00764011<br>00764012<br>00764013<br>00764014 |
| *SETTING | INDEPENDENT, COLLEGE | 00764010 |
| *MATERIALS | SELECTED WORD LISTS | 00764005 |
| *LEVEL | ALL GRADES | 00764008 |
| *GENERAL | ALL CANDIDATES | 00764007 |
| *HOURS | 1 | 00764006 |
| *EVALUATION | EXAMPLE WORDS FIT CLASSIFICATIONS ESTABLISHED WITH EXCEPTIONS NOTED WHERE NECESSARY, CLASSIFICATIONS, AS GENERALIZATIONS, APPLICABLE TO A RANDOM LIST OF WORDS, | 00764018<br>00764019<br>00764020 |
| *FILE | SPELLING WORD TYPE ACCURACY | 00764009 |

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| *OBJECTIVES | OBSERVE INSTRUCTION THAT INVOLVES LEARNERS IN AN ANALYSIS OF LEARNING PURPOSES AND DIFFICULTIES IN SPELLING, PROVIDE A MODEL FOR INSTRUCTIONAL STRATEGIES IN SPELLING, | 00765017<br>00765018<br>00765019 |
| *PREREQUISITE | PREVIOUS MODULE 764, EXPERIENCE WITH CAUSES * CLASSES OF SPELLING ERRORS, AND REASONS FOR ≠CORRECT≠ SPELLING, | 00765020<br>00765021 |
| *EXPERIENCE | OBSERVES A SPELLING LESSON WHERE SPELLING DIFFICULTIES ARE CALLED TO ATTENTION OF LEARNERS, STUDENT DISCUSSION DEVELOPS REASONS FOR TYPICAL ERRORS, IDENTIFICATION OF ERROR CLASSES, AND PURPOSES FOR ≠CORRECT≠ SPELLING, NOTES TAKEN ON OBSERVATIONS OF INSTRUCTOR TECHNIQUES IN EACH AREA, | 00765011<br>00765012<br>00765013<br>00765014<br>00765015<br>00765016 |
| *SETTING | LARGE GROUP, COLLEGE | 00765010 |

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| *MATERIALS | VIDEO TAPE OF LESSON DESCRIBED | 00765005 |
| *LEVEL | ALL GRADES | 00765008 |
| *GENERAL | ALL CANDIDATES | 00765007 |
| *HOURS | 1/2 | 00765006 |
| *EVALUATION | NOTES FROM OBSERVATION REFLECT INSTRUCTOR'S STRATEGIES TO PROVIDE DIRECTED DISCOVERY OF EXAMPLES, CAUSES FOR, CLASSIFICATION OF, AND PURPOSES FOR CORRECT/INCORRECT SPELLING, | 00765022<br>00765023<br>00765024<br>00765025 |
| *FILE | SPELLING OBSERVATION ERRORS | 00765009 |

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| *OBJECTIVES | EXPERIENCE WITH INTERVIEWING LEARNERS, DISCOVERY OF LIMITED EFFECT OF MISSPELLING ON UNDERSTANDING, AND DISCUSSION WITH PEERS CONCERNING BOTH TECHNIQUE AND RESULTS, | 00766018<br>00766019<br>00766020<br>00766021<br>00766022 |
| *PREREQUISITE | NONE | 00766012 |
| *EXPERIENCE | USING AN INTERVIEW TECHNIQUE EXAMINE THE EFFECTS ON UNDERSTANDING OF PUPILS OF TWO IDENTICAL PARAGRAPHS, ONE WITH FREQUENT BUT PHONEMICALLY CORRECT MISSPELLINGS, ONE WITH GRAPHICALLY CORRECT SPELLINGS, INTERVIEWS TAPE RECORDED, CNADIDATES DISCUSS RESULTS OF INTERVIEW RELATED TO EFFECTS OF SPELLING ACCURACY ON UNDERSTANDING, | 00766013<br>00766014<br>00766015<br>00766016<br>00766017 |
| *SETTING | INDEPENDENT, SCHOOL | 00766011 |
| *MATERIALS | SETS OF STORY PARAGRAPHS SUITED TO MISSPELLING TREATMENT AND USEFUL FOR INTERVIEW, | 00766005<br>00766006 |
| *LEVEL | ALL GRADES | 00766009 |
| *GENERAL | SPECIALIST | 00766008 |
| *HOURS | 2 | 00766007 |
| *EVALUATION | INTERVIEW CARRIED OUT WITH EQUALITY OF TREATMENT OF SUBJECTS, INTERVIEW TECHNIQUES AND EFFECT OF MISSPELLINGS ON UNDERSTANDING NOTED AND COVERED IN DISCUSSION, | 00766023<br>00766024<br>00766025 |
| *FILE | SPELLING UNDERSTANDING CLINIC | 00766010 |

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| *OBJECTIVES | EXPERIENCE THE EFFECTS ON SPELLING ACCURACY OF SPELLING STUDY RELATED TO LISTS VERSUS MORE MEANINGFUL CONTENT ORIENTED STUDY, | 00767020<br>00767021<br>00767022 |
| *PREREQUISITE | NONE | 00767023 |
| *EXPERIENCE | CANDIDATES ARE GIVEN TWO EQUIVALENT SETS OF SPELLING WORDS-WORDS CHOSEN WITH A HIGH PROBABILITY OF SPELLING ERROR, ONE DESIGNATED SET IS STUDIED AS A LIST, THE OTHER SET IS USED IN A BRIEF (CANDIDATE WRITES) PARAGRAPH OR STORY, FOLLOWING A TIME DELAY, BOTH SETS OF WORDS ARE ADMINISTERED AS A SPELLING LIST TEST, CANDIDATES EXAMINE RESULTS OF THE FINAL TEST, WRITE CONCLUSIONS AND/OR SIGNIFICANCE FOR TEACHING, | 00767012<br>00767013<br>00767014<br>00767015<br>00767016<br>00767017<br>00767018<br>00767019 |
| *SETTING | LARGE GROUP, COLLEGE | 00767011 |
| *MATERIALS | SETS OF EQUIVALENT SPELLING WORDS WITH HIGH PROBABILITY OF SPELLING ERROR, | 00767005<br>00767006 |
| *LEVEL | ALL GRADES | 00767009 |
| *GENERAL | ALL CANDIDATES | 00767008 |
| *HOURS | 1 | 00767007 |
| *EVALUATION | CANDIDATE CONCLUSIONS AND/OR HYPOTHESES CONCERNING THE RELATED TO SIGNIFICANCE FOR TEACHING, | 00767024<br>00767025 |
| *FILE | SPELLING ISOLATED DRILL MEANINGFUL DRILL | 00767010 |

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| *OBJECTIVES | OBTAIN INFORMATION FROM EXPERIENCED TEACHERS ON THE RELATIVE EFFECTIVENESS OF SPELLING INSTRUCTION BASED ON WORD LIST MEMORIZATION, | 00768015<br>00768016<br>00768017 |
| *PREREQUISITE | NONE | 00768018 |

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| *EXPERIENCE | CANDIDATES INQUIRE OF EXPERIENCED TEACHERS CONCERNING THE RELATIONSHIPS BETWEEN STUDENT PERFORMANCE IN LIST SPELLING AND SPELLING ACCURACY IN WRITTEN ASSIGNMENTS, CANDIDATES DISCUSS INTERVIEW RESULTS, | 00768011<br>00768012<br>00768013<br>00768014 |
| *SETTING | INDEPENDENT, SCHOOL | 00768010 |
| *MATERIALS | AVAILABLE EXPERIENCED TEACHERS | 00768005 |
| *LEVEL | ALL GRADES | 00768008 |
| *GENERAL | ALL CANDIDATES | 00768007 |
| *HOURS | 3/4 | 00768006 |
| *EVALUATION | DISCUSSION OF INTERVIEW RESULTS FOCUSES ON WEAKNESSES OF ≠LIST≠ SPELLING INSTRUCTION, MEANS OF OVERCOMING, SIGNIFICANCE TO TEACHER AND LEARNER, | 00768019<br>00768020<br>00768021 |
| *FILE | INTERVIEWS INFORMATION GATHERING SPELLING INSTRUCTION | 00768009 |

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| *OBJECTIVES | EXPERIENCE IN PROVIDING MULTI-SENSORY AND MULTI-MEDIA MEANS FOR SPELLING STUDY, PRESENTATION OF A DEMONSTRATION TYPE LESSON, | 00769014<br>00769015<br>00769016 |
| *PREREQJISITE | PREVIOUS MODULE 758 | 00769017 |
| *EXPERIENCE | CANDIDATE DEMONSTRATES, FOR A GROUP OF CHILDREN, SEVERAL METHODS FOR STUDYING (MEMORIZING FOR RECALL) THE GRAPHOLOGY OF A SET OF SPELLING WORDS, | 00769011<br>00769012<br>00769013 |
| *SETTING | INDEPENDENT, SCHOOL | 00769010 |
| *MATERIALS | BLANK | 00769005 |
| *LEVEL | ALL GRADES | 00769008 |
| *GENERAL | ALL CANDIDATES | 00769007 |
| *HOURS | 1/2 | 00769006 |
| *EVALUATION | DEMONSTRATION JUDGED AS ENCOMPASSING MAJORITY OF MULTI-SENSORY, MULTI-MEDIA APPROACHES, AND EFFECTIVELY PRESENTED LEARNER REACTION IS POSITIVE AND PREFERABLY GENERATES FREE EXPERIMENTATION WITH VARIABLE METHODS OF SPELLING STUDY, | 00769018<br>00769019<br>00769020<br>00769021 |
| *FILE | SPELLING CLINICAL LEARNING STYLE | 00769009 |

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| *OBJECTIVES | PROVIDE EXPERIENCE IN SYSTEMATIC DATA COLLECTION RELATED TO LEARNERS CHOICE OF METHOD OF SPELLING STUDY, WRITE SUMMARY AND CONCLUSIONS CONCERNING LEARNER CHOICES CONSISTENT WITH DATA, | 00770019<br>00770020<br>00770021<br>00770022 |
| *PREREQJISITE | PREVIOUS MODULE 769, | 00770023 |
| *EXPERIENCE | METHODS FOR SPELLING STUDY (REFER TO MODULE 769) ARE ALL AVAILABLE TO A GROUP OF CHILD LEARNERS, LEARNERS STUDY LISTS OF DIFFERENT WORDS (CHOSEN AS APPROPRIATE TO AGE/GRADE LEVEL) ON SEVERAL OCCASIONS BY A METHOD (S) OF THEIR CHOICE, CANDIDATE RECORDS LEARNER SELECTIONS EACH TIME AND DRAWS CONCLUSIONS IN WRITING AT THE CLOSE OF THE EXPERIMENT, CONCLUSIONS MUST ACCOUNT FOR LEARNER CHOICE, CONSISTENCY, AND EFFECTIVENESS, AND PROBABLE CAUSES, | 00770011<br>00770012<br>00770013<br>00770014<br>00770015<br>00770016<br>00770017<br>00770018 |
| *SETTING | INDEPENDENT, SCHOOL | 00770010 |
| *MATERIALS | BLANK | 00770005 |
| *LEVEL | ALL GRADES | 00770008 |
| *GENERAL | SPECIALIST | 00770007 |
| *HOURS | 1/2 | 00770006 |
| *EVALUATION | RECORDS OF LEARNER CHOICES ACCURATE, CONCLUSIONS ACCOUNT FOR PROBABLE CAUSES (NOVELTY, SOCIAL, LEARNING STYLE, ETC.), EFFECTIVENESS OF MULTI-SENSORY APPROACH, EFFECTIVENESS OF STUDENT CHOICE, AND OTHER DATA OBSERVED, | 00770024<br>00770025<br>00770026<br>00770027 |
| *FILE | SPELLING CLINIC LEARNING STYLE | 00770009 |

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| *OBJECTIVES | TO IDENTIFY METHODS OF STUDY IN SPELLING AND RELATE METHODS TO A JUSTIFICATION FROM LEARNING THEORY, | 00771016<br>00771017 |

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| *PREREQUISITE | NONE | 00771018 |
| *EXPERIENCE | EXAMINE A SPELLING BOOK IN USE IN ELEMENTARY SCHOOLS, | 00771011 |
| | OUTLINE THE STUDY SYSTEM RECOMMENDED AND LIST | 00771012 |
| | JUSTIFICATIONS FOR EACH STEP OF THE METHOD PROPOSED, | 00771013 |
| | REACT IN WRITING, OR DISCUSSION, CONCERNING EFFICIENCY AND | 00771014 |
| | EFFECTIVENESS FOR LEARNERS AND TEACHING, | 00771015 |
| *SETTING | INDEPENDENT, COLLEGE | 00771010 |
| *MATERIALS | SETS OF ELEMENTARY SCHOOL SPELLERS | 00771005 |
| *LEVEL | ALL GRADES | 00771008 |
| *GENERAL | ALL CANDIDATES | 00771007 |
| *HOURS | 1 | 00771006 |
| *EVALUATION | JUSTIFICATIONS FROM LEARNING THEORY ARE CONSISTENT WITH | 00771019 |
| | STUDY METHOD, REACTIONS STATE OR IMPLY INSTRUCTIONAL | 00771020 |
| | RECOMMENDATIONS, | 00771021 |
| *FILE | SPELLING STUDY METHOD LEARNING THEORY | 00771009 |

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| *OBJECTIVES | EXPERIENCE IN CONVERSING WITH A CHILD, DIAGNOSIS AND | 00772019 |
| | NOTATION OF POSSIBLE CAUSES FOR ERROR LADEN PRONUNCIATION, | 00772020 |
| | PREPARATION OF SPELLING LISTS FOR FUTURE EXPERIENCE ( | 00772021 |
| | MODULE 773) | 00772022 |
| *PREREQUISITE | NONE | 00772023 |
| *EXPERIENCE | CANDIDATE TAPE RECORDS AN INTERVIEW-DISCUSSION WITH A | 00772011 |
| | LEARNER WHOSE SPEECH DOES NOT CONFORM TO STANDARD | 00772012 |
| | ENGLISH (NON PHYSIOLOGICAL OR PSYCHOLOGICAL PROBLEM | 00772013 |
| | HOWEVER) NOTES ARE MADE ON PROBABLE CAUSES FOR | 00772014 |
| | MISPRONUNCIATION, A LIST OF WORDS (FOR SPELLING) IS | 00772015 |
| | COMPILED BASED ON AN EQUAL NUMBER OF WORDS ACCURATELY AND | 00772016 |
| | INACCURATELY PRONOUNCED (WORDS SHOULD BE OF APPROXIMATE | 00772017 |
| | EQUAL DIFFICULTY), | 00772018 |
| *SETTING | INDEPENDENT, SCHOOL | 00772010 |
| *MATERIALS | BLANK | 00772005 |
| *LEVEL | ALL GRADES | 00772008 |
| *GENERAL | SPECIALIST | 00772007 |
| *HOURS | 2 | 00772006 |
| *EVALUATION | INTERVIEW PRODUCTIVE, PROPOSED CAUSES FOR | 00772024 |
| | MISPRONUNCIATION ARE LOGICAL, SPELLING LISTS ARE PREPARED | 00772025 |
| *FILE | SPELLING PRONUNCIATION CLINIC | 00772009 |

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| *OBJECTIVES | IDENTIFY AND DESCRIBE THE RELATIONSHIPS BETWEEN | 00773017 |
| | MISPRONUNCIATION AND MISSPELLING, PROPOSE SIGNIFICANCE OF | 00773018 |
| | SUCH RELATIONSHIPS FOR TEACHING, PREPARE A PROGRAM FOR | 00773019 |
| | PRONUNCIATION IMPROVEMENT OF SUBJECT, | 00773020 |
| *PREREQUISITE | PREVIOUS MODULE 772 | 00773021 |
| *EXPERIENCE | TWO LISTS OF SPELLING WORDS (SEE PREVIOUS MODULE 772) ARE | 00773011 |
| | ADMINISTERED, WITH CORRECT PRONUNCIATION, SPELLING | 00773012 |
| | PERFORMANCE BETWEEN THE TWO LISTS IS COMPARED, | 00773013 |
| | SIGNIFICANCE OF EXPERIMENT FOR TEACHING IS RECORDED, | 00773014 |
| | PROGRAM FOR PRONUNCIATION IMPROVEMENT RELATED TO SPELLING | 00773015 |
| | PERFORMANCE IS PREPARED FOR CLINIC SUBJECT, | 00773016 |
| *SETTING | INDEPENDENT, COLLEGE | 00773010 |
| *MATERIALS | BLANK | 00773005 |
| *LEVEL | ALL GRADES | 00773008 |
| *GENERAL | SPECIALIST | 00773007 |
| *HOURS | 2 | 00773006 |

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| *EVALUATION | CONCLUSIONS CONCERNING RELATIONSHIP BETWEEN MISSPELLING AND MISPRONUNCIATION ARE LOGICAL, STATEMENTS OF SIGNIFICANCE TO TEACHING ARE CONSISTENT WITH EXPERIMENTAL RESULTS. PROGRAM FOR PRONUNCIATION IMPROVEMENT OF SUBJECT IS PROPOSED, | 00773022<br>00773023<br>00773024<br>00773025<br>00773026 |
| *FILE | SPELLING PRONUNCIATION CLINIC | 00773009 |

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| *OBJECTIVES | EXPERIENCE THE LACK OF NEED FOR UNDERSTANDING IN ORDER TO SPELL A WORD CORRECTLY, BUT NECESSITY OF UNDERSTANDING TO USE A WORD CORRECTLY, TO EXPRESS THIS CONCLUSION DURING DISCUSSION, | 00774018<br>00774019<br>00774020<br>00774021 |
| *PREREQUISITE | NONE | 00774022 |
| *EXPERIENCE | INSTRUCTOR PROJECTS A BRIEF LIST OF SPELLING WORDS FOR VIEWING AND STUDY BY CANDIDATES, WORDS ARE CHOSEN ON THE BASIS OF THEIR LIKELIHOOD AS UNKNOWNS TO THE CANDIDATES, E.G. TAKEN FROM TECHNICAL, FOREIGN, OR HISTORICAL SOURCES. CANDIDATES ARE THEN TESTED FOR SPELLING ACCURACY, INSTRUCTOR REQUESTS EACH WORD BE USED IN A MEANINGFUL SENTENCE, RESULTS ARE DISCUSSED, | 00774011<br>00774012<br>00774013<br>00774014<br>00774015<br>00774016<br>00774017 |
| *SETTING | LARGE GROUP, BLANK | 00774010 |
| *MATERIALS | BLANK | 00774005 |
| *LEVEL | ALL GRADES | 00774008 |
| *GENERAL | ALL CANDIDATES | 00774007 |
| *HOURS | 3/4 | 00774006 |
| *EVALUATION | CONCLUSIONS ARE CONSISTENT WITH EXPERIMENT AND EXPRESSED IN DISCUSSION, | 00774023<br>00774024 |
| *FILE | SPELLING MEANING UNDERSTANDING OF MEANING | 00774009 |

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| *OBJECTIVES | INTERVIEW SUBJECT LEARNER TO DIAGNOSE SPELLING ERRORS RELATED TO MISUNDERSTANDING OR LACK OF UNDERSTANDING, PLAN AND PRESENT A PROGRAM DESIGNED TO PROVIDE MEANING FOR SUCH IDENTIFIED WORDS, HELP SUBJECT RECOGNIZE A SYSTEM OF RESOLUTION FOR FUTURE NEED, | 00775018<br>00775019<br>00775020<br>00775021<br>00775022 |
| *PREREQUISITE | PREVIOUS MODUL 774 | 00775023 |
| *EXPERIENCE | CANDIDATE INTERVIEWS A LEARNER WITH SPELLING DIFFICULTY, ACUTAL SPELLING ERRORS ARE DISCOVERED WITH THE CAUSE FOR ERROR ONE OF MISUNDERSTANDING, LEARNING PROGRAM DESIGNED TO PROVIDE UNDERSTANDING OF IDENTIFIED WORDS IS INSTITUTED SUBJECT RETESTED, SYSTEM FOR OVERCOMING UNDERSTANDING PROBLEMS IN SPELLING OUTLINED FOR SUBJECT OR SUBJECT LED TO SUCH A DISCOVERY, | 00775011<br>00775012<br>00775013<br>00775014<br>00775015<br>00775016<br>00775017 |
| *SETTING | INDEPENDENT, SCHOOL | 00775010 |
| *MATERIALS | BLANK | 00775005 |
| *LEVEL | ALL GRADES | 00775008 |
| *GENERAL | SPECIALIST | 00775007 |
| *HOURS | 2 | 00775006 |
| *EVALUATION | SPELLING WORDS SELECTED ARE IN ERROR DUE TO PROBLEMS OF UNDERSTANDING, INSTRUCTIONAL PLAN MEETS NEED, SUBJECT PERFORMANCE IMPROVES AND SUBJECT PROVIDED WITH SYSTEM FOR FUTURE RESOLUTION OF PROBLEMS OF UNDERSTANDING IN SPELLING | 00775024<br>00775025<br>00775026<br>00775027 |
| *FILE | SPELLING MEANING CLINIC | 00775009 |

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| *OBJECTIVES | TO IDENTIFY HANDWRITING AS AN INFLUENCE ON JUDGEMENT OF WRITING QUALITY WHEN HANDWRITING IS NOT SPECIFIED AS AN EVALUATIVE CRITERIA, | 00818019<br>00818020<br>00818021 |
| *PREREQUISITE | NONE | 00818022 |
| *EXPERIENCE | CANDIDATES GRADE PERSONAL COPIES OF TWO BRIEF ENGLISH COMPOSITIONS, CRITERIA FOR GRADING IS SPECIFIED AS | 00818011<br>00818012 |

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| | CONTENT, IDEAS, ORIGINALITY, STYLE, GRAMMAR, ETC, NO | 00818013 |
| | QUESTIONS OR DISCUSSION PERMITTED TO AVOID THE ISSUE OF | 00818014 |
| | HANDWRITING, BOTH COMPOSITIONS HAVE BEEN HANDWRITTEN AND | 00818015 |
| | PREPARED SO THE POOREST SAMPLE OF HANDWRITING CONTAINS THE | 00818016 |
| | BEST WRITING ON THE CRITERIA ESTABLISHED AND THE REVERSE | 00818017 |
| | FOR THE OTHER COMPOSITION, | 00818018 |
| *SETTING | LARGE GROUP, COLLEGE | 00818010 |
| *MATERIALS | MULTIPLE COPIES OF TWO PREPARED COMPOSITIONS, | 00818005 |
| *LEVEL | ALL GRADES | 00818008 |
| *GENERAL | ALL CANDIDATES | 00818007 |
| *HOURS | 1 | 00818006 |
| *EVALUATION | DISCUSSION OF GRADING (RANKING) RESULTS REVEALS INFLUENCE | 00818023 |
| | OF HANDWRITING IN EVALUATION. OR RANKING OF COMPOSITIONS IS | 00818024 |
| | IN AGREEMENT WITH PREVIOUSLY ESTABLISHED RANK, (PRESSURES | 00818025 |
| | ADHERANCE TO CRITERIA), | 00818026 |
| *FILE | HANDWRITING COMPOSITION GRADING | 00818009 |

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| *OBJECTIVES | ENCOURAGE EVALUATION OF SIGNIFICANT FEATURES OF | 00819021 |
| | HANDWRITING BY FORCING JUSTIFICATION OF JUDGEMENTS, IN | 00819022 |
| | WRITING, OF HANDWRITING QUALITY WHEN DISPLAYED SAMPLES ARE | 00819023 |
| | EQUALLY LEGIBLE AND COMMUNICABLE, | 00819024 |
| *PREREQUISITE | NONE | 00819025 |
| *EXPERIENCE | PROJECT FIVE HANDWRITTEN WORD LISTS OF IDENTICAL WORDS, | 00819012 |
| | WRITTEN IN VARYING HANDWRITING STYLES, BUT EQUALLY LEGIBLE | 00819013 |
| | CANDIDATES PRIVATELY SELECT THE #BEST) AND #POOREST# | 00819014 |
| | MODELS AND WRITE A JUSTIFICATION FOR THEIR JUDGEMENT, | 00819015 |
| | VARIED RESULTS IN CHOICE ARE NOTED AND CANDIDATES ACCOUNT | 00819016 |
| | FOR THIS VARIATION IN WRITING, ACCOUNTS ARE DISCUSSED TO | 00819017 |
| | DETERMINE: 1) ACCEPTABILITY OF VARIED FORM OF LETTERS, 2) | 00819018 |
| | INFLUENCE OF SLANT, SIZE, SPACING, AND FLOURISHES, 3) | 00819019 |
| | PRIME ISSUE OF COMMUNICABILITY, | 00819020 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00819011 |
| *LEVEL | ALL GRADES | 00819009 |
| *GENERAL | ALL CANDIDATES | 00819008 |
| *HOURS | 1 1/2 | 00819007 |
| *EVALUATION | BRIEF WRITTEN ACCOUNTS INCLUDE TWO OF THE THREE PROPOSED | 00819026 |
| | EXPLANATIONS OR ORIGINAL EVALUATION OF SAMPLES DETERMINED | 00819027 |
| | EQUALITY BASED ON LIGIBILITY AND/OR COMMUNICABILITY, | 00819028 |
| *FILE | HANDWRITING EVALUATING STYLE | 00819010 |

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| *OBJECTIVES | OBSERVE AN EXEMPLARY HANDWRITING LESSON, TAKE NOTES OF | 00820020 |
| | OBSERVATION FOR DISCUSSION PURPOSES, | 00820021 |
| *PREREQUISITE | NONE | 00820022 |
| *EXPERIENCE | VIEWS A VIDEO TAPE OR FILM THAT FOCUSES ON HANDWRITING | 00820011 |
| | INSTRUCTION, ACCOMPANYING COMMENTARY SHOULD INCLUDE AT | 00820012 |
| | LEAST: 1)ATTENTION TO PHYSICAL CONDITIONS FOR HANDWRITING | 00820013 |
| | 2)OBJECTIVE OF LESSON AND HOW DETERMINED 3)RELATED | 00820014 |
| | RESEARCH NOTES 4)EXAMPLES OF DIFFERENTIATED INSTRUCTION 5) | 00820015 |
| | PROVISION FOR LEFT-HANDED WRITERS 6)PROVISIONS FOR | 00820016 |
| | MODELING 7)SAMPLES OF SUBJECT HANDWRITING-PRE AND POST | 00820017 |
| | INSTRUCTION 8)SUMMARY OF FOLLOW UP PLANS CANDIDATE TAKES | 00820018 |
| | NOTES FOR DISCUSSION PURPOSES | 00820019 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00820010 |
| *MATERIALS | DEMONSTRATION FILM OR VIDEO-TAPE | 00820005 |
| *LEVEL | ALL GRADES | 00820008 |
| *GENERAL | ALL CANDIDATES | 00820007 |
| *HOURS | 1 | 00820006 |
| *EVALUATION | PARTICIPATION IN DISCUSSION, ASPECTS OF THE TOPIC ALL | 00820023 |
| | COVERED, PERFORMANCE IN FOLLOW-UP MICRO TEACHING IF | 00820024 |

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| | REQUIRED, | 00820025 |
| *FILE | HANDWRITING LESSON DEMONSTRATION | 00820009 |
| *OBJECTIVES | DIAGNOSIS OF SUBJECTS≠ HANDWRITING ERRORS FOR REMEDIAL | 00821014 |
| | INSTRUCTION. EXPERIENCE IN HANDWRITING INSTRUCTION THAT | 00821015 |
| | MEETS PREVIOUSLY ESTABLISHED CRITERIA (SEE ≠EXPEREINCE≠ | 00821016 |
| | ABOVE AND MODULE E2B) | 00821017 |
| *PREREQUISITE | PREVIOUS MODULE 820 | 00821018 |
| *EXPERIENCE | MICRO TEACH A HANDWRITING LESSON BASED ON DIAGNOSIS OF | 00821011 |
| | SUBJECTS≠ ERRORS, LESSON PLAN AND PERFORMANCE ACCOUNT FOR | 00821012 |
| | MODELING, PHYSICAL CONDITIONS, AND EVALUATION, | 00821013 |
| *SETTING | INDEPENDENT, COLLEGE | 00821010 |
| *MATERIALS | CLINIC SETTING | 00821005 |
| *LEVEL | ALL GRADES | 00821008 |
| *GENERAL | SPECIALIST | 00821007 |
| *HOURS | 1 | 00821006 |
| *EVALUATION | LESSON JUDGED ADEQUATE BY PEER PANEL IN PREPARATION, | 00821019 |
| | PRESENTATION, AND FOLLOW-UP, | 00821020 |
| *FILE | HANDWRITING DIAGNOSTIC LESSON CLINIC | 00821009 |

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| *OBJECTIVES | RAISE QUESTIONS CONCERNING IMPORTANCE OF HANDWRITING, | 00822025 |
| | INFLUENCES ON HANDWRITING, PROBLEMS AND PURPOSES OF | 00822026 |
| | HANDWRITING INSTRUCTION, | 00822027 |
| *PREREQUISITE | NONE | 00822028 |
| *EXPERIENCE | CANDIDATES WRITE A DICTATED PARAGRAPH AND EXCHANGE PAPERS. | 00822011 |
| | PAPER RECEIVED IS GRADED FOR HANDWRITING, WITH ERRORS | 00822012 |
| | CIRCLED, AND RETURNED, (DICTATION PRE RECORDED AT | 00822013 |
| | APPROXIMATE SPEED WHICH WILL REQUIRE RAPID WRITING) | 00822014 |
| | DISCUSSION ENSUES TOWARD RESOLUTION OF THESE QUESTIONS: | 00822015 |
| | 1)WHAT IS IMPORTANT IN HANDWRITING (LEGIBILITY, | 00822016 |
| | COMMUNICABILITY, REASONABLE SPEED WITH ECONOMY OF EFFORT, | 00822017 |
| | 2)WHAT INFLUENCES LEGIBILITY (PHYSICAL WRITING CONDITIONS, | 00822018 |
| | ACCEPTABLE FORM FOR LETTERS) 3)WHAT LETTERS ARE MOST | 00822019 |
| | FREQUENTLY IN ERROR AND WHY (LETTERS SIMILAR IN FORM, | 00822020 |
| | DIFFICULT COMBINATIONS, SPELLING DOUBTS, LETTERS WITH | 00822021 |
| | VARIABLE ACCEPTABLE FORM,) CANDIDATES LIST THE PURPOSES | 00822022 |
| | FOR HANDWRITING INSTRUCTION AND FACTORS THE ELEMENTARY | 00822023 |
| | TEACHER MUST ACCOUNT FOR, | 00822024 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00822010 |
| *MATERIALS | PRE RECORDED PARAGRAPH FOR DICTATION, | 00822005 |
| *LEVEL | ALL GRADES | 00822008 |
| *GENERAL | ALL CANDIDATES | 00822007 |
| *HOURS | 1 1/2 | 00822006 |
| *EVALUATION | LIST OF PURPOSES FOR AND PROBLEMS OF HANDWRITING | 00822029 |
| | INSTRUCTION ACCOUNTS FOR LEGIBILITY, SPEED, ECONOMY OF | 00822030 |
| | EFFORT, ACCEPTABILITY OF VARIED FORMS, AND PHYSICAL | 00822031 |
| | WRITING CONDITIONS, | 00822032 |
| *FILE | HANDWRITING PURPOSES PROBLEMS | 00822009 |

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| *OBJECTIVES | PRACTICE IN DIAGNOSIS OF HANDWRITING ERRORS AND | 00823016 |
| | PREPARATION OF A PROGRAM FOR REMEDIATION, | 00823017 |
| *PREREQUISITE | NONE | 00823018 |
| *EXPERIENCE | EACH CANDIDATE IS GIVEN A COPY OF A STUDENT WRITTEN | 00823012 |
| | PARAGRAPH WHICH CONTAINS HANDWRITING ERRORS, CANDIDATE | 00823013 |
| | MARKS ERRORS AND LISTS STEPS PROPOSED IN A PROGRAM OF | 00823014 |

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| | FURTHER DIAGNOSIS AND/OR IMPROVEMENT, | 00823015 |
| *SETTING | INDEPENDENT, COLLEGE | 00823011 |
| *MATERIALS | MULTIPLE COPIES OF STUDENT WRITTEN PARAGRAPH CONTAINING HANDWRITING ERRORS | 00823005<br>00823006 |
| *LEVEL | ALL GRADES | 00823009 |
| *GENERAL | SPECIALIST | 00823008 |
| *HOURS | 1 | 00823007 |
| *EVALUATION | ERRORS SELECTED WITH 90% ACCURACY, ADDITIONAL DIAGNOSIS PROPOSED WHERE SAMPLE IS LIMITED OR ERRORS RARE, PROGRAM PROPOSED ACCOUNTS FOR 1)MODELING, 2)DEMONSTRATION, 3) RESOLUTION OF ANY IMPINGING PHYSICAL FACTORS, 4)PRACTICE | 00823019<br>00823020<br>00823021<br>00823022 |
| *FILE | HANDWRITING DIAGNOSIS CLINIC | 00823010 |

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| *OBJECTIVES | PRACTICE IN CARRYING OUT A PROGRAM OF INDIVIDUAL REMEDIAL INSTRUCTION IN HANDWRITING, | 00824013<br>00824014 |
| *PREREQUISITE | PREVIOUS MODULE 823 | 00824015 |
| *EXPERIENCE | PROPOSED IMPROVEMENT PROGRAM IS CARRIED OUT (SEE PREVIOUS MODULE 823) | 00824011<br>00824012 |
| *SETTING | INDEPENDENT, COLLEGE | 00824010 |
| *MATERIALS | CLINIC SETTING | 00824005 |
| *LEVEL | ALL GRADES | 00824008 |
| *GENERAL | SPECIALIST | 00824007 |
| *HOURS | 1 | 00824006 |
| *EVALUATION | PROGRAM PROPOSED IS COMPLETED, QUALITY OF SUBJECTS HANDWRITING IMPROVED, | 00824016<br>00824017 |
| *FILE | HANDWRITING REMEDIATION CLINIC | 00824009 |

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| *OBJECTIVES | DIFFERENTIATE CURSIVE AND MANUSCRIPT FORMS OF ORTHOGRAPHY AND PRODUCE THE ALPHABET, UPPER AND LOWER EASE, IN BOTH STYLES, ON PAPER AND CHALKBOARD, | 00825014<br>00825015<br>00825016 |
| *PREREQUISITE | NONE | 00825017 |
| *EXPERIENCE | STUDY MODELS OF BOTH UPPER AND LOWER EASE, CURSIVE AND MANUSCRIPT FORMS OF THE ALPHABET, COPY THESE FORMS AND REPRODUCE THEM ON PAPER AND CHALKBOARD, | 00825011<br>00825012<br>00825013 |
| *SETTING | LARGE GROUP, COLLEGE | 00825010 |
| *MATERIALS | SCRIPT MODELS, CHALKBOARDS, ETC, | 00825005 |
| *LEVEL | ALL GRADES | 00825008 |
| *GENERAL | ALL CANDIDATES | 00825007 |
| *HOURS | 1 | 00825006 |
| *EVALUATION | REPRODUCTION OF SLPHABET IS 90% CORRECT AS JUDGED THROUGH COMPARISON WITH THE MODEL BY A PEER CANDIDATE, A SAMPLE SENTENCE CAN BE PRODUCED IN EACH FORM IN AN AMOUNT OF TIME JUDGED TO BE REASONABLE BY INSTRUCTOR'S EVALUATION, | 00825018<br>00825019<br>00825020<br>00825021 |
| *FILE | HANDWRITING ORTHOGRAPHY PRACTICE | 00825009 |

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| *OBJECTIVES | KNOWLEDGE OF THE UTILITY OF ACCURATE AND EFFICIENT MANUSCRIPT AND CURSIVE WRITING BY THE CLASSROOM TEACHER, AND ABLE TO LIST EXAMPLES FROM OBSERVATION, | 00826015<br>00826016<br>00826017 |
| *PREREQUISITE | PREVIOUS MODULE 818 | 00826018 |
| *EXPERIENCE | OBSERVES VIDEO TAPE OF ORTHOGRAPHY IN USE AND ON DISPLAY IN AN ELEMENTARY CLASSROOM, LISTS EXAMPLES OF ADEQUACY OR INADEQUACY OF PERFORMANCE AND MODELS, WRITES OBSERVATIONS OF REAL OR POSSIBLE EFFECTS ON LEARNERS, | 00826011<br>00826012<br>00826013<br>00826014 |
| *SETTING | INDEPENDENT, SCHOOL | 00826010 |
| *MATERIALS | VIDEO TAPE OF CLASSROOMS AT SEVERAL LEVELS, | 00826005 |
| *LEVEL | ALL GRADES | 00826008 |
| *GENERAL | ALL CANDIDATES | 00826007 |
| *HOURS | 1/4 | 00826006 |

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| *EVALUATION | 90% OF INADEQUACIES IDENTIFIED AND NEGATIVE MODELING EFFECT AND/OR EFFECTS ON INSTRUCTION NOTED, | 00826019<br>00826020 |
| *FILE | HANDWRITING OBSERVATION AFFECTS | 00826009 |

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| *OBJECTIVES | KNOWLEDGE OF INTERVIEW TECHNIQUES, NOTES ON SAME, AND A SAMPLE INTERVIEW QUESTIONNAIRE OR SCHEDULE SUITED TO SUBJECT OR AGE LEVEL OF CHOICE, | 01269 15<br>01269 16<br>01269 17 |
| *PREREQJISITE | NONE | 01269 18 |
| *EXPERIENCE | CANDIDATE STUDIES TECHNIQUES OF INTERVIEWING ≥SEE COLLADASCI, STANFORD UNIV,, AND OTHERS ON [DEPTH INTERVIEWI↑, PREPARES NOTES ON TECHNIQUES, AND A SAMPLE INTERVIEW SCHEDULE OR QUESTIONNAIRE, | 01269 11<br>01269 12<br>01269 13<br>01269 14 |
| *SETTING | INDEPENDENT COLLEGE | 01269 10 |
| *MATERIALS | BLANK | 01269 5 |
| *LEVEL | ALL GRADES | 01269 8 |
| *GENERAL | SPECIALIST | 01269 7 |
| *HOURS | 1 | 01269 6 |
| *EVALUATION | SAMPLE INTERVIEW REFLECTS TECHNIQUES NOTED AND IS APPROPRIATE TO AGE LEVEL OF SUBJECT, INTERVIEW IS SUCCESSFUL, | 01269 19<br>01269 20<br>01269 21 |
| *FILE | INTERVIEWING DIAGNOSIS SPEAKING | 01269 9 |

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| *OBJECTIVES | INTERVIEW EXPERIENCE WITH CHILD SUBJECT IN LANGUAGE CLINIC, PURPOSES ARE: 1↑ DEMOGRAPHIC DATA COLLECTION ON INTERESI, HOBBIES, FEELINGS, ETC,, 2↑ COLLECTION OF SAMPLE OF SPEECH FOR ANALYSIS, | 01270 13<br>01270 14<br>01270 15<br>01270 16 |
| *PREREQJISITE | KNOWLEDGE OF INTERVIEW TECHNIQUE, PREVIOUS MODULE F1A | 01270 17 |
| *EXPERIENCE | CANDIDATE INTERVIEWS SUBJECT TO ELICIT SAMPLE OF CONVERSATIONAL SPEECH, SESSION IS TAPE RECORDED | 01270 11<br>01270 12 |
| *SETTING | INDEPENDENT SCHOOL | 01270 10 |
| *MATERIALS | CLINIC SITUATION | 01270 5 |
| *LEVEL | ALL GRADES | 01270 8 |
| *GENERAL | SPECIALIST | 01270 7 |
| *HOURS | 1/2 | 01270 6 |
| *EVALUATION | CONVERSATION ELICITED, DATA COLLECTED AND RECORDED, | 01270 18 |
| *FILE | INTERVIEWING DIAGNOSIS SPEAKING | 01270 9 |

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| *OBJECTIVES | ANALYSIS AND ASSESSMENT OF A SPECIFIED CHILD≤S LANGUAGE DEVELOPMENT USING AN ASSIGNED SYSTEM OF ANALYSIS, | 01271 18<br>01271 19 |
| *PREREQJISITE | KNOWLEDGE OF LANGUAGE DEVELOPMENT, ≥BASIC LANGUAGE ARTS COURSE↑ | 01271 20<br>01271 21 |
| *EXPERIENCE | CANDIDATE ANALYZES TAPE RECORDING ≥PREVIOUS MODULE 1270↑ FOR JUDGMENTS OF VOCABULARY DEVELOPMENT + ASSESSMENT OF LANGUAGE -- SYNTAX, STRUCTURE, USE, ETC, ≥SEE STRICKLAND, R,, ZOBAN, W, D,, AND OTHERS FOR TECHNIQUES OF LANGUAGE ANALYSIS FOR SELECTION AND ASSIGNMENT↑ CANDIDATE PREPARES WRITTEN RECOMMENDATIONS FOR LANGUAGE DEVELOPMENT IMPROVEMENT PROGRAM FOR SUBJECT, | 01271 11<br>01271 12<br>01271 13<br>01271 14<br>01271 15<br>01271 16<br>01271 17 |
| *SETTING | INDEPENDENT COLLEGE | 01271 10 |
| *MATERIALS | RECORDING OF SUBJECTS CONVERSATIONAL LANGUAGE, A RECORD SYSTEM FOR LANGUAGE ANALYSIS | 01271 5<br>01271 |
| *LEVEL | ALL GRADES | 01271 8 |
| *GENERAL | SPECIALIST | 01271 7 |
| *HOURS | 3 | 01271 6 |
| *EVALUATION | ANALYSIS CONFORMS TO SYSTEM AND DATA OF RECORDING, ANALYSIS RESULTS IN DEVELOPMENT OF RECOMMENDED IMPROVEMENT PROGRAM, | 01271 22<br>01271 23<br>01271 24 |
| *FILE | SPEAKING ANALYSIS REMEDIATION | 01271 9 |

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| *OBJECTIVES | EXPERIENCE WITH OR OF CONDITIONS AFFECTING LANGUAGE | 01272 | 19 |
| | DEVELOPMENT AND SKILL IN IDENTIFYING, CLASSIFYING, AND | 01272 | 20 |
| | RELATING CONDITIONS AND CAUSES WITH LANGUAGE | 01272 | 21 |
| | MANIFESTATIONS, | 01272 | 22 |
| *PREREQUISITE | NONE, | 01272 | 23 |
| *EXPERIENCE | CANDIDATES VIEW FILMS ≥OR OBSERVE• OF LIVING AND SCHOOLING | 01272 | 11 |
| | CONDITIONS FOR CHILDREN WITH A VARIETY OF PHYSIOLOGICAL, | 01272 | 12 |
| | SOCIOLOGICAL, AND PSYCHOLOGICAL CONDITIONS WHICH AFFECT | 01272 | 13 |
| | LANGUAGE DEVELOPMENT ≥MANIFESTED IN VOCABULARY, EXTENT OF | 01272 | 14 |
| | SPEECH, INCIDENCE OF LANGUAGE ASSOCIATED WITH ACTS OF | 01272 | 15 |
| | READING AND WRITING, SYNTAX, PURPOSES OF LANGUAGE, ETC,•, | 01272 | 16 |
| | NOTES ARE TAKEN CLASSIFYING AND RELATING A CONDITION TO | 01272 | 17 |
| | ITS MANIFESTATION, OBSERVATIONS ARE DISCUSSED, | 01272 | 18 |
| *SETTING | LARGE GROUP COLLEGE | 01272 | 10 |
| *MATERIALS | FILMS OF A VARIETY OF LIVING AND SCHOOLING CONDITIONS, | 01272 | 5 |
| *LEVEL | ALL GRADES | 01272 | 8 |
| *GENERAL | SPECIALIST | 01272 | 7 |
| *HOURS | 3 ≥IN SEVERAL SESSIONS• | 01272 | 6 |
| *EVALUATION | NOTES REFLECT OBSERVATIONS ACCURATELY, GAPS FILLED BY | 01272 | 24 |
| | DISCUSSION, CONTINUED OBSERVATION EXPERIENCES SHOW | 01272 | 25 |
| | IMPROVEMENT IN CANDIDATE≤S ABILITY TO IDENTIFY AND RELATE | 01272 | 26 |
| | CAUSES WITH MANIFESTATIONS LEADING TO SOME LANGUAGE | 01272 | 27 |
| | DEVELOPMENT GENERALIZATIONS. | 01272 | 28 |
| *FILE | LANGUAGE DEVELOPMENT FILMS ON LIVING AND SCHOOLING | 01272 | 9 |
| | CONDITIONS | 01272 | |

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| *OBJECTIVES | OBSERVATION IN REGULAR CLASS SETTING OF CLINIC SUBJECT | 01273 | 18 |
| | WITH SPEAKING PROBLEMS, PREPARATION OF CLINIC REMEDIATION | 01273 | 19 |
| | PLANS AND SUGGESTIONS FOR CLASSROOM TEACHER, | 01273 | 20 |
| *PREREQUISITE | CLINIC SUBJECT, | 01273 | 21 |
| *EXPERIENCE | CANDIDATE VISITS CLASSROOM OF CLINIC SUBJECT TO OBSERVE | 01273 | 11 |
| | PERFORMANCE, NOTE AND EVALUATE STRENGTHS AND WEAKNESSES IN | 01273 | 12 |
| | SPEECH ≥PRESENTATION, DIALOGUE, CONVERSATION, DISCUSSION, | 01273 | 13 |
| | NARRATION, DRAMATICS•, AND FROM THOSE OBSERVATIONS | 01273 | 14 |
| | PREPARES A PLAN FOR CLINIC REMEDIATION AS WELL AS | 01273 | 15 |
| | SUGGESTIONS FOR CLASSROOM TEACHER, ≥SUITABLE IN OTHER | 01273 | 16 |
| | AREAS OF LANGUAGE ARTS•, | 01273 | 17 |
| *SETTING | INDEPENDENT SCHOOL | 01273 | 10 |
| *MATERIALS | CLINIC SETTING AND ACCESS TO REGULAR CLASSROOM, | 01273 | 5 |
| *LEVEL | ALL GRADES | 01273 | 8 |
| *GENERAL | SPECIALIST | 01273 | 7 |
| *HOURS | 2-3 ≥IN 4-6 SESSIONS• | 01273 | 6 |
| *EVALUATION | SPECIFIC EXAMPLES OF SYMPTOMS OF SPEAKING PROBLEMS ARE | 01273 | 22 |
| | IDENTIFIED WITHIN VARIOUS SPEAKING CATEGORIES, PROPOSED | 01273 | 23 |
| | REMEDIATION FOLLOWED-UP IN CLINIC AND PRODUCTION OF | 01273 | 24 |
| | IMPROVEMENT AS OBSERVED BY CLINIC SUPERVISOR, | 01273 | 25 |
| *FILE | ORAL LANGUAGE OBSERVATION EVALUATION | 01273 | 9 |

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| *OBJECTIVES | OBSERVATION AND IDENTIFICATION OF SYMPTOMS OF STUDENT | 01274 | 22 |
| | PROBLEMS IN SPEAKING, ATTENDING, OR WRITING, MANIFESTED IN | 01274 | 23 |
| | A CLASSROOM, PREPARATION OF PROPOSALS FOR IDENTIFICATION | 01274 | 24 |
| | AND REMEDIATION OF A SELECTED PROBLEM, | 01274 | 25 |
| *PREREQUISITE | KNOWLEDGE OF SYMPTOMS OF LANGUAGE PROBLEMS IN A CLASSROOM | 01274 | 26 |
| | FROM STUDY, OBSERVATION, AND/OR DISCUSSION, | 01274 | 27 |
| *EXPERIENCE | CANDIDATES VIEW FILM OR VIDEO TAPE OF CLASS OR SMALL GROUP | 01274 | 11 |
| | CONTAINING STUDENTS WITH PROBLEMS IN SPEAKING ≥NOT | 01274 | 12 |

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| | PHYSIOLOGICAL*, ATTENDING, OR WRITING PROBLEMS, FOR | 01274 | 13 |
| | EXAMPLE: 1* SPEAKING - NON-PARTICIPATING, TANGENTIAL | 01274 | 14 |
| | CONVERSATION, ETC. 2* ATTENDING - DISTRACTED, UNRELATED | 01274 | 15 |
| | COMMENTS, SELF-FOCUSED, ETC. 3* WRITING - NO STRATEGIES | 01274 | 16 |
| | FOR WORD CHOICE OR SPELLING, INSUFFICIENT MOTIVATION OR | 01274 | 17 |
| | INITIATION, ETC. SYMPTOMS OF PROBLEMS AND INSTRUCTOR | 01274 | 18 |
| | STRATEGIES WORKED OR OVERLOOKED ARE NOTED. FROM THE SET | 01274 | 19 |
| | OF PROBLEMS NOTED, ONE IS SELECTED AND COUNTER MEASURES | 01274 | 20 |
| | FOR REMEDIATION PROPOSED IN WRITING. | 01274 | 21 |
| *SETTING | LARGE GROUP COLLEGE | 01274 | 10 |
| *MATERIALS | DESIGNED VISUAL MATERIALS. | 01274 | 5 |
| *LEVEL | ALL GRADES | 01274 | 8 |
| *GENERAL | SPECIALIST | 01274 | 7 |
| *HOURS | 2 ≥IN 1/2 HR. SESSIONS* | 01274 | 6 |
| *EVALUATION | PROBLEMS DISPLAYED ARE CORRECTLY IDENTIFIED BY LISTING | 01274 | 28 |
| | SYMPTOMS OR MANIFESTATION. PROPOSED REMEDIATION FOR | 01274 | 29 |
| | SELECTED PROBLEM APPEARS LOGICAL AND IS APPLIED WHERE | 01274 | 30 |
| | APPROPRIATE IN ANY RELATED CLINICAL DIAGNOSIS AND | 01274 | 31 |
| | TUTORIALS. | 01274 | 32 |
| *FILE | SPEAKING PROBLEMS PSYCHOLOGICAL INSTRUCTION | 01274 | 9 |

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| *OBJECTIVES | ESTABLISH THAT LANGUAGE CAN BE ANALYZED OUTSIDE OF | 01275 | 16 |
| | ESTABLISHED SYSTEMS, IF LESS EFFICIENTLY, REQUIRING A | 01275 | 17 |
| | WRITTEN ANALYSIS OF A LANGUAGE SAMPLE IN TERMS OF SYNTAX | 01275 | 18 |
| | AND SEMANTICS TO FOCUS ON CAUSES FOR LANGUAGE ERROR. | 01275 | 19 |
| *PREREQUISITE | BASIC COURSE IN LINGUISTICS. | 01275 | 20 |
| *EXPERIENCE | ANALYZE A SAMPLE OF CHILD LANGUAGE WITHOUT USING ANY | 01275 | 11 |
| | PRE-ESTABLISHED CONSTRUCTS OR SYSTEM. ANALYSIS OF ERRORS | 01275 | 12 |
| | DONE IN NARRATIVE ≥OR ANY CANDIDATE-FORMED SYSTEM. | 01275 | 14 |
| | FOCUSING ON PROBLEMS OF SEMANTICS AND SYNTAX. | 01275 | 15 |
| *SETTING | INDEPENDENT COLLEGE | 01275 | 10 |
| *MATERIALS | RECORDED OR PRINTED SAMPLES OF CHILD LANGUAGE. | 01275 | 5 |
| *LEVEL | ALL GRADES | 01275 | 8 |
| *GENERAL | SPECIALIST | 01275 | 7 |
| *HOURS | 2 | 01275 | 6 |
| *EVALUATION | ANALYSIS DESCRIBES ERRORS LOGICALLY IN TERMS OF BOTH | 01275 | 21 |
| | SEMANTICS AND SYNTAX. FOLLOW-UP WITH SUBSEQUENT MODULE | 01275 | 22 |
| | 1271. | 01275 | 23 |
| *FILE | SPEECH ANALYSIS SEMANTICS AND SYNTAX | 01275 | 9 |

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| *OBJECTIVES | KNOWLEDGE OF TECHNIQUES FOR ELICITING ORAL STORIES AND | 01276 | 18 |
| | RECORDING SUCH STORIES IN WRITING FOR CHILDREN WITH | 01276 | 19 |
| | NON-STANDARD ENGLISH. WRITTEN PLAN FOR ELICITING AN ORAL | 01276 | 20 |
| | STORY RESULTS FROM NOTES. | 01276 | 21 |
| *PREREQUISITE | NONE. | 01276 | 22 |
| *EXPERIENCE | CANDIDATE STUDIES TECHNIQUES OF READING INSTRUCTION | 01276 | 11 |
| | THROUGH USE OF WRITING ≥SEE R, VAN ALLEN AND OTHERS - | 01276 | 12 |
| | (LANGUAGE EXPERIENCE(*, PREPARES NOTES ON TECHNIQUES OF | 01276 | 13 |
| | ELICITING STORIES FROM SUBJECTS WITH LANGUAGE PROBLEMS OR | 01276 | 14 |
| | LIMITED ABILITY, AND NOTES ON TAKING DICTATION FOR ORALLY | 01276 | 15 |
| | PRODUCED STORIES. PRODUCES A WRITTEN PLAN FOR ELICITING | 01276 | 16 |
| | AN ORAL STORY FROM A SUBJECT. | 01276 | 17 |
| *SETTING | INDEPENDENT COLLEGE | 01276 | 10 |
| *MATERIALS | NONE. | 01276 | 5 |
| *LEVEL | ALL GRADES | 01276 | 8 |
| *GENERAL | SPECIALIST | 01276 | 7 |
| *HOURS | 2 | 01276 | 6 |
| *EVALUATION | NOTES ARE PRODUCTIVE OF A PLAN FOR WRITTEN RECORDING OF | 01276 | 23 |
| | SUBJECT DICTATED STORY. STORY IS ELICITED AND | 01276 | 24 |

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| | SUBSEQUENTLY RECORDED FOR SENTENCE ANALYSIS AND | 01276 25 |
| | MANIPULATION ≥SUBSEQUENT MODULE 1277•, | 01276 26 |
| *FILE | ORAL STORIES DICTATION INSTRUCTION | 01276 9 |

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| *OBJECTIVES | WRITTEN PRODUCTION FROM DICTATION OF AN ORAL STORY, | 01277 17 |
| | ANALYSIS OF SELECTED SENTENCES FOR EXPERIMENTATION WITH | 01277 18 |
| | VARIABLE SENTENCE CONSTRUCTS, INTENT IS TO PROVIDE | 01277 19 |
| | SUBJECT WITH GROWTH AND A PERSONAL TECHNIQUE FOR CONTINUED | 01277 20 |
| | GROWTH IN LANGUAGE MANIPULATION AND CONSEQUENT | 01277 21 |
| | FLEXIBILITY, | 01277 22 |
| *PREREQUISITE | PREVIOUS MODULE 1276, | 01277 23 |
| *EXPERIENCE | CANDIDATE ELICITS ORAL STORY≥IES• FROM SUBJECT WITH | 01277 11 |
| | STANDARD OR NON-STANDARD ENGLISH AND RECORDS IT IN WRITING | 01277 12 |
| | AS DICTATED, IN ADDITION TO PRODUCING THE STORY, SELECTED | 01277 13 |
| | SENTENCES ARE EXTRACTED FOR JOINT ANALYSIS BY CLINICIAN | 01277 14 |
| | AND SUBJECT, VARIATIONS IN VOCABULARY AND SYNTAX ARE THEN | 01277 15 |
| | MANIPULATED TO INCREASE SUBJECTSS LANGUAGE FLEXIBILITY, | 01277 16 |
| *SETTING | INDEPENDENT COLLEGE | 01277 10 |
| *MATERIALS | BLANK | 01277 5 |
| *LEVEL | BLANK | 01277 8 |
| *GENERAL | BLANK | 01277 7 |
| *HOURS | BLANK | 01277 6 |
| *EVALUATION | STORY PRODUCTION READ AND MANIPULATED BY SUBJECT WITH | 01277 24 |
| | CLINICIAN HELP, REPEATED PRODUCTION SHOWS GROWING | 01277 25 |
| | INDEPENDENCE AND INCREASED FACILITY WITH VOCABULARY AND | 01277 26 |
| | SYNTAX MANIPULATION BY SUBJECT, | 01277 27 |
| *FILE | ORAL STORIES ANALYSIS SYNTAX AND VOCABULARY MANIPULATION | 01277 9 |

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| *OBJECTIVES | WRITTEN CRITIQUE OF CONFLICTS OR COINCIDENCE BETWEEN GOALS | 01278 20 |
| | OF EXPERIMENTAL LANGUAGE DEVELOPMENT PROGRAMS AND | 01278 21 |
| | STANDARDIZED MEASUREMENT INSTRUMENTS, | 01278 22 |
| *PREREQUISITE | KNOWLEDGE AND UNDERSTANDING OF TESTS AND MEASUREMENT | 01278 23 |
| | VOCABULARY ≥HUMAN LEARNING COMPONENT•, | 01278 24 |
| *EXPERIENCE | CANDIDATES STUDY: 1• STANDARDIZED TEST INSTRUMENTS FOR | 01278 11 |
| | EVALUATION OF LANGUAGE DEVELOPMENT, 2• LANGUAGE | 01278 12 |
| | EVALUATION PROGRAMS IN USE, AND 3• EXPERIMENTAL PROGRAMS | 01278 13 |
| | IN LANGUAGE DEVELOPMENT ≥SEE DESCRIPTIONS FROM HEAD START, | 01278 14 |
| | OPERATION FOLLOW-UP, NCTESS LANGUAGE PROGRAMS FOR THE | 01278 15 |
| | DISADVANTAGED, O, K, MOORESS (RESPONSIVE ENVIRONMENT), | 01278 16 |
| | ETC•, CANDIDATES PREPARE A CRITIQUE OF SELECTED TEST | 01278 17 |
| | INSTRUMENTS AS RELATED TO A SPECIFIC SUBCULTURE AND/OR A | 01278 18 |
| | SPECIFIC EXPERIMENTAL PROGRAM, | 01278 19 |
| *SETTING | INDEPENDENT COLLEGE | 01278 10 |
| *MATERIALS | TEST INSTRUMENTS AND DESCRIPTIONS OF LANGUAGE PROGRAMS, | 01278 5 |
| | BOTH COMMON AND EXPERIMENTAL, | 01278 |
| *LEVEL | ALL GRADES | 01278 8 |
| *GENERAL | SPECIALIST | 01278 7 |
| *HOURS | 6 | 01278 6 |
| *EVALUATION | WRITTEN CRITIQUE ACCOUNTS FOR PROBLEMS OF 1• VALIDITY, | 01278 25 |
| | 2• RELIABILITY, 3• IMMEASURABLE OR DIFFICULT TO MEASURE | 01278 26 |
| | EXPECTATIONS, AND 4• INEQUALITY OF MEASUREMENT AS | 01278 27 |
| | RELATED TO VARYING SUBCULTURES, | 01278 28 |
| *FILE | LANG, PROGRAMS EVALUATION HUMAN LEARNING | 01278 9 |

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| *OBJECTIVES | EXPERIENCE IN INDIVIDUAL HELP IN ORAL LANGUAGE IMPROVEMENT | 01279 19 |
| | FOR A SUBJECT WITH NON-STANDARD ENGLISH THROUGH USE OF THE | 01279 20 |
| | LANGUAGE MASTER OR A LANGUAGE LABORATORY APPROACH, | 01279 21 |
| | IMPROVEMENT OF SUBJECTSS ORAL LANGUAGE, | 01279 22 |

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| *PREREQJISITE | NONE, | 01279 23 |
| *EXPERIENCE | CANDIDATE WORKS IN CLINIC WITH SUBJECT WITH NON-STANDARD ENGLISH SPEECH PROBLEMS, THROUGH USE OF LANGUAGE MASTER, ENGLISH PHRASES AND SENTENCES, SELECTED FROM THE ERROR PATTERNS OF THE SUBJECT ARE RECORDED, AND DISPLAYED IN PRINT, FOR SUBJECT LISTENING AND ORAL COPYING SESSIONS, DIRECT ORAL REPRODUCTIONS LEAD TO RECORDED QUESTIONS, AND EVENTUALLY CONVERSATION, WITH SPACE FOR SUBJECT RESPONSE AND COMPARISON WITH SAMPLE ACCEPTABLE RESPONSE, | 01279 11<br>01279 12<br>01279 13<br>01279 14<br>01279 15<br>01279 16<br>01279 17<br>01279 18 |
| *SETTING | INDEPENDENT SCHOOL | 01279 10 |
| *MATERIALS | CLINIC SETTING, LANGUAGE MASTERS, AND/OR LANGUAGE LABORATORY, | 01279 5<br>01279 |
| *LEVEL | ALL GRADES | 01279 8 |
| *GENERAL | SPECIALIST | 01279 7 |
| *HOURS | 3-5 | 01279 6 |
| *EVALUATION | SUBJECT RECEPTIVE TO TECHNIQUE AND SPONTANEOUS ORAL LANGUAGE IMPROVES AS EVALUATED BY PERIODIC COMPARISON OF ORAL LANGUAGE SAMPLES AND INCREASED PROXIMITY TO SAMPLE MODEL RESPONSES, | 01279 24<br>01279 25<br>01279 26<br>01279 27 |
| *FILE | SUB-CULTURE LANGUAGE NON-ENGLISH SPEECH PROBLEMS ORAL LANGUAGE INSTRUCTION | 01279 9<br>01279 |

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| *OBJECTIVES | TO RECOGNIZE THE IMPORTANCE OF ORAL COMMUNICATION BY TEACHING WITHOUT USING ORAL LANGUAGE, | 01280 15<br>01280 16 |
| *PREREQJISITE | NONE, | 01280 17 |
| *EXPERIENCE | STUDENT WILL ROLE PLAY THE TEACHING OF A FIVE-MINUTE LESSON WITHOUT TALKING P GIVE DIRECTIONS, COMMANDS, AND GENERAL CONDUCT OF A DISCUSSION BY SIGNALS, MOVEMENTS, ETC, - USE OF HANDS, EYES, BODY MOVEMENTS, | 01280 11<br>01280 12<br>01280 13<br>01280 14 |
| *SETTING | SMALL GROUP 21-12 STUDENTS. COLLEGE | 01280 10 |
| *MATERIALS | BLANK | 01280 5 |
| *LEVEL | ALL GRADES | 01280 8 |
| *GENERAL | ALL CANDIDATES | 01280 7 |
| *HOURS | 1/4 | 01280 6 |
| *EVALUATION | CANDIDATE WILL BE ABLE TO CONDUCT A (LESSON( WITHOUT ORAL LANGUAGE IN WHICH PARTICIPANTS MAY BE OBSERVED ACTING OUT THE COMMUNICATION THEY RECEIVE, | 01280 18<br>01280 19<br>01280 20 |
| *FILE | LISTENING NON-VERBAL ORAL | 01280 9 |

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| *OBJECTIVES | TO BE ABLE TO DISTINGUISH BETWEEN FAMILIAR SOUNDS AND TO IDENTIFY THEM. (HEARING ACUITY., | 01281 14<br>01281 15 |
| *PREREQJISITE | NONE, | 01281 16 |
| *EXPERIENCE | STUDENT WILL LISTEN TO RECORDINGS OF SOUNDS AND IDENTIFY THEM, SOUNDS FAMILIAR TO EVERYONE, SOUNDS IN AND AROUND THE SCHOOL ENVIRONMENT, | 01281 11<br>01281 12<br>01281 13 |
| *SETTING | INDEPENDENT COLLEGE | 01281 10 |
| *MATERIALS | BLANK | 01281 5 |
| *LEVEL | ALL GRADES | 01281 8 |
| *GENERAL | ALL CANDIDATES | 01281 7 |
| *HOURS | 1/4 | 01281 6 |
| *EVALUATION | STUDENT WILL IDENTIFY SOUNDS HEARD WITH AN ACCURACY OF 90(, | 01281 17<br>01281 18 |
| *FILE | LISTENING TRAINING SOUNDS IDENTIFICATION | 01281 9 |

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| *OBJECTIVES | TO BE ABLE TO IDENTIFY CORRECT SOUNDS WHEN CONTRASTING TWO OR MORE ORAL PRESENTATIONS, | 01282 16<br>01282 17 |
| *PREREQJISITE | NONE, | 01282 18 |
| *EXPERIENCE | LISTENS TO TAPE RECORDINGS OR RECORDS OF OTHER PEOPLES | 01282 11 |

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| | VOICES TO ANALYZE AND COMPARE CLARITY AND USE OF CORRECT SOUNDS - TAPES OF RADIO BROADCASTERS ≥MIDWEST AND SOUTH≤ - POPULAR MUSIC WITH LYRICS ≥COUNTRY AND WESTERN AND FRANK SINATRA TYPE≤ - SPEECHES, | 01282 12<br>01282 13<br>01282 14<br>01282 15 |
| *SETTING | INDEPENDENT COLLEGE | 01282 10 |
| *MATERIALS | BLANK | 01282 5 |
| *LEVEL | ALL GRADES | 01282 8 |
| *GENERAL | ALL CANDIDATES | 01282 7 |
| *HOURS | 1/2 | 01282 6 |
| *EVALUATION | STUDENT WILL BE ABLE TO LIST OR PRESENT ORALLY THE KINDS OF WORD SOUNDS WHICH ARE EASILY CONFUSED IN EVERYDAY COMMUNICATIONS, SUCH AS, SLURRING WORDS, DROPPING ENDINGS, ETC, | 01282 19<br>01282 20<br>01282 21<br>01282 22 |
| *FILE | LISTENING ENUNCIATION DIALECT | 01282 9 |

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| *OBJECTIVES | TO BE ABLE TO ANALYZE HIS OWN VOICE RECORDING FOR CLARITY, VOLUME, WORD ENDINGS AND EXACTNESS, | 01283 17<br>01283 18 |
| *PREREQUISITE | NONE, | 01283 19 |
| *EXPERIENCE | LISTENS TO TAPE RECORDING OF OWN VOICE READING A PRESENTATION, CONTRASTS HIS PRESENTATION WITH THE SAME READING BY ANOTHER INDIVIDUAL, MAKES NOTE OF HIS SPEECH IRREGULARITIES, MAKES SECOND, THIRD OR FOURTH RECORDING IN WHICH PREVIOUS SPEECH PROBLEMS HAVE BEEN IMPROVED OR REMOVED, | 01283 11<br>01283 12<br>01283 13<br>01283 14<br>01283 15<br>01283 16 |
| *SETTING | INDEPENDENT COLLEGE | 01283 10 |
| *MATERIALS | BLANK | 01283 5 |
| *LEVEL | ALL GRADES | 01283 8 |
| *GENERAL | ALL CANDIDATES | 01283 7 |
| *HOURS | 1/4 | 01283 6 |
| *EVALUATION | STUDENT WILL BE ABLE TO VERBALIZE HIS BASIC ORAL LANGUAGE ERRORS AND THROUGH USE OF A SUBSEQUENT RECORDING WILL ELIMINATE MOST OF HIS PREVIOUS ERRORS, | 01283 20<br>01283 21<br>01283 22 |
| *FILE | LISTENING SPEECH SELF ANALYZE OF VOICE | 01283 9 |

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| *OBJECTIVES | TO BE ABLE TO REPEAT SOUNDS OR PHRASES IN NONSENSE VERSE OR A FOREIGN LANGUAGE THROUGH CONCENTRATED LISTENING, | 01284 16<br>01284 17 |
| *PREREQUISITE | NONE, | 01284 18 |
| *EXPERIENCE | LISTENS TO SHORT STATEMENTS OF NONSENSE VERSE AND RECORDS THE SAME VERSE ON A TAPE RECORDER - COMPARES BOTH FOR ACCURACY AND EXACTNESS, LISTENS TO SHORT STATEMENTS IN A FOREIGN LANGUAGE, RECORDS THE SAME PHRASE AND COMPARES THEM, | 01284 11<br>01284 12<br>01284 13<br>01284 14<br>01284 15 |
| *SETTING | INDEPENDENT COLLEGE | 01284 10 |
| *MATERIALS | BLANK | 01284 5 |
| *LEVEL | ALL GRADES | 01284 8 |
| *GENERAL | ALL CANDIDATES | 01284 7 |
| *HOURS | 1/2 | 01284 6 |
| *EVALUATION | STUDENT WILL MAKE RECORDINGS OF NONSENSE VERSE OR FOREIGN LANGUAGE PHRASES HE HAS HEARD AND THESE CAN BE COMPARED WITH ORIGINAL RECORDINGS, | 01284 19<br>01284 20<br>01284 21 |
| *FILE | LISTENING SPEECH REPLICATION NONSENSE VERSE | 01284 9 |

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| *OBJECTIVES | TO BE ABLE TO DEMONSTRATE THE ABILITY TO SUCCINCTLY RELATE AN INCIDENT TO A GROUP OF PEERS, | 01285 16<br>01285 17 |
| *PREREQUISITE | NONE, | 01285 18 |
| *EXPERIENCE | ROLE PLAY WITH PEERS, ≥TELL THEM WHAT YOU ARE GOING TO TELL THEM, THEN TELL THEM, THEN TELL THEM WHAT YOU TOLD THEM≤, STATES WHAT HE IS GOING TO TELL HIS AUDIENCE | 01285 11<br>01285 12<br>01285 13 |

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| | ≥STORY• THEN TELLS THEM THE STORY, THEN TELLS THEM WHAT HE | 01285 14 |
| | TOLD THEM ABOUT THE STORY, | 01285 15 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS•  COLLEGE | 01285 10 |
| *MATERIALS | BLANK | 01285 5 |
| *LEVEL | ALL GRADES | 01285 8 |
| *GENERAL | ALL CANDIDATES | 01285 7 |
| *HOURS | 1/4 | 01285 6 |
| *EVALUATION | PEERS OR OBSERVERS WILL BE ABLE TO AGREE ON THE PURPOSE, | 01285 19 |
| | THE INCIDENT AND THE REVIEW OF THE INCIDENT PRESENTED BY | 01285 20 |
| | THE CANDIDATE, | 01285 21 |
| *FILE | LISTENING  SEQUENCE/DETAIL  ROLE PLAYING | 01285 9 |

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| *OBJECTIVES | TO BE ABLE TO RECOGNIZE THE DIFFICULTY AN INDIVIDUAL HAS | 01286 22 |
| | IN LISTENING IF HE IS ENCUMBERED WITH A PROBLEM | 01286 23 |
| | ≥EMOTIONAL, PSYCHOLOGICAL, PHYSIOLOGICAL, ETC,•, | 01286 24 |
| *PREREQJISITE | KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT,  KNOWLEDGE | 01286 25 |
| | ABOUT A CHILDSS INDIVIDUAL RECORD, | 01286 26 |
| *EXPERIENCE | ROLE PLAY WITH GROUP OF PEERS,  I,  1- CAUSES | 01286 11 |
| | PHYSIOLOGICAL DISCOMFORT TO AN INDIVIDUAL ≥TOO CLOSE TO | 01286 12 |
| | NOISY AREA•,  2- PRESENTS AN EMOTIONAL SITUATION TO A PEER | 01286 13 |
| | ≥FATHER IS ILL•,  3- PRESENTS A PSYCHOLOGICAL SITUATION TO | 01286 14 |
| | A PEER ≥FEAR OF FAILURE•,  4- PRESENTS A SOCIOLOGICAL | 01286 15 |
| | SITUATION TO A PEER ≥NOISY, DIRTY HOME•,  FOUR SITUATIONS | 01286 16 |
| | ARE PRESENTED AND PEERS ARE TOLD TO THINK ABOUT THEM WHILE | 01286 17 |
| | CANDIDATE GIVES COMPLICATED DIRECTIONS TO REACH A | 01286 18 |
| | DESTINATION IN ANOTHER CITY,  PEERS ARE ASKED TO REPEAT | 01286 19 |
| | DIRECTIONS,  II,  SAME ROLE PLAY, NO SITUATIONS, ANOTHER | 01286 20 |
| | SET OF DIRECTIONS TO BE REPEATED, | 01286 21 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS•  COLLEGE | 01286 10 |
| *MATERIALS | BLANK | 01286 5 |
| *LEVEL | ALL GRADES | 01286 8 |
| *GENERAL | ALL CANDIDATES | 01286 7 |
| *HOURS | 3/4 | 01286 6 |
| *EVALUATION | PEERS WILL BE ABLE TO REPEAT 2ND SET OF DIRECTIONS WITH | 01286 27 |
| | GREATER ACCURACY THAN 1ST SET OF DIRECTIONS WHICH THEY | 01286 28 |
| | WERE GIVEN WHILE BURDENED WITH ANOTHER PROBLEM, | 01286 29 |
| *FILE | LISTENING  INTERFERENCE  ROLE PLAY | 01286 9 |

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| *OBJECTIVES | TO BE ABLE TO DEMONSTRATE ABILITY TO PREPARE LISTENING | 01287 16 |
| | SITUATION TO CHILDREN IN WHICH THEY RESPOND WITH FACTS, | 01287 17 |
| | SPECIFIC INFORMATION AND ORDERING OF EVENTS, | 01287 18 |
| *PREREQJISITE | NEXT MODULE 1288,  ≥CANDIDATE PERFORMS SAME TASK HE | 01287 19 |
| | ASSIGNS TO CHILDREN•, | 01287 20 |
| *EXPERIENCE | USE OF LISTENING STATION TECHNIQUE WITH CHILDREN, | 01287 11 |
| | PREPARES TAPED STORY FOR CHILDREN AFTER WHICH THEY ARE | 01287 12 |
| | ASKED QUESTIONS ON:  A- FACTS IN STORY, B- ORDERING OF | 01287 13 |
| | EVENTS, C- SPECIFIC INFORMATION ≥CHARACTERS, SETTING, | 01287 14 |
| | ETC,•, | 01287 15 |
| *SETTING | INDEPENDENT  COLLEGE | 01287 10 |
| *MATERIALS | BLANK | 01287 5 |
| *LEVEL | ALL GRADES | 01287 8 |
| *GENERAL | ALL CANDIDATES | 01287 7 |
| *HOURS | 1/2 | 01287 6 |
| *EVALUATION | CHILDREN WILL BE ABLE TO RELATE FACTS, SPECIFIC | 01287 21 |
| | INFORMATION AND ORDERING OF EVENTS FROM RECORDED | 01287 22 |
| | PRESENTATION WITH 75( ACCURACY, | 01287 23 |
| *FILE | LISTENING  SKILLS | 01287 9 |

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| *OBJECTIVES | TO BE ABLE TO USE LISTENING ABILITY TO RELATE FACTS, SPECIFIC INFORMATION, ORDERING OF EVENTS AND LOGIC OF MATERIAL FROM RECORDED PRESENTATION, | 01288 15<br>01288 16<br>01288 17<br>01288 18 |
| *PREREQUISITE | NONE, | |
| *EXPERIENCE | USE OF LISTENING STATION TECHNIQUE, HEARS TAPED STORY AND IS ASKED TO RESPOND TO A SERIES OF QUESTIONS ON; A- INFORMATION ABOUT STORY ≥FACTS,, B- SELECTION OF SPECIFICS FROM STORY, C- ORDERING OF ELEMENTS IN STORY, D- | 01288 11<br>01288 12<br>01288 13<br>01288 14 |
| *MATERIALS | BLANK | 01288 5 |
| *SETTING | INDEPENDENT COLLEGE | 01288 10 |
| *LEVEL | ALL GRADES | 01288 8 |
| *GENERAL | ALL CANDIDATES | 01288 7 |
| *HOURS | 1/2 | 01288 6 |
| *EVALUATION | WITHIN 95( ACCURACY CANDIDATE WILL BE ABLE TO RELATE FACTS OF PRESENTATION, ORDERING OF EVENTS AND ANSWER QUESTIONS ABOUT SPECIFICS, | 01288 19<br>01288 20<br>01288 21 |
| *FILE | LISTENING SKILLS | 01288 9 |

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| *OBJECTIVES | TO RECOGNIZE THE KINDS OF SKILLS TEACHERS USE IN TEACHING LISTENING, | 01289 15<br>01289 16<br>01289 17 |
| *PREREQUISITE | NONE, | |
| *EXPERIENCE | VIEWS VIDEO TAPE PRESENTATIONS BY TWO DIFFERENT TEACHERS TEACHING LISTENING SKILLS, NOTES SIMILARITIES OF TEACHING - STRESSING OF OBJECTIVES AND PURPOSES - TESTING FOR ACCURACY OF PRESENTATION, | 01289 11<br>01289 12<br>01289 13<br>01289 14 |
| *SETTING | INDEPENDENT COLLEGE | 01289 10 |
| *MATERIALS | BLANK | 01289 5 |
| *LEVEL | ALL GRADES | 01289 8 |
| *GENERAL | ALL CANDIDATES | 01289 7 |
| *HOURS | 1/2 | 01289 6 |
| *EVALUATION | CANDIDATE WILL BE ABLE TO LIST WAYS IN WHICH TEACHERS USED SKILLS TO IMPROVE LISTENING SKILLS OF CHILDREN, | 01289 18<br>01289 19 |
| *FILE | LISTENING DEMONSTRATION | 01289 9 |

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| *OBJECTIVES | TO BE ABLE TO IDENTIFY THE PURPOSES, OBJECTIVES AND SKILLS RELATED TO LISTENING, | 01290 13<br>01290 14<br>01290 15 |
| *PREREQUISITE | NONE, | |
| *EXPERIENCE | READS INFORMATION RELATED TO THE TEACHING OF LISTENING, PREPARES NOTES ON SAME, | 01290 11<br>01290 12 |
| *SETTING | INDEPENDENT COLLEGE | 01290 10 |
| *MATERIALS | BLANK | 01290 5 |
| *LEVEL | ALL GRADES | 01290 8 |
| *GENERAL | ALL CANDIDATES | 01290 7 |
| *HOURS | 1/2 | 01290 6 |
| *EVALUATION | CANDIDATE WILL BE ABLE TO LIST WAYS IN WHICH A TEACHER TEACHES LISTENING BASED ON SPECIFIC PURPOSES AND OBJECTIVES, | 01290 16<br>01290 17<br>01290 18 |
| *FILE | LISTENING TECHNIQUES TEACHING | 01290 9 |

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| *OBJECTIVES | TO BE ABLE TO RECOGNIZE ELEMENTS IN READING AN ACCOUNT AND/OR LISTENING TO IT WHICH ARE RELATED TO WRITING ABOUT IT, | 01291 14<br>01291 15<br>01291 16<br>01291 17 |
| *PREREQUISITE | NONE, | |
| *EXPERIENCE | READS NEWSPAPER STORIES FROM A CURRENT NEWSPAPER - WRITES SIMILAR STORIES, LISTENS TO A NEWS BROADCAST - WRITES AN ACCOUNT OF AN INCIDENT ≥TRAFFIC ACCIDENT, FLOOD, ETC.,, | 01291 11<br>01291 12<br>01291 13 |

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| *SETTING | INDEPENDENT COLLEGE | 01291 10 |
| *MATERIALS | BLANK | 01291 5 |
| *LEVEL | ALL GRADES | 01291 8 |
| *GENERAL | ALL CANDIDATES | 01291 7 |
| *HOURS | 1/2 | 01291 6 |
| *EVALUATION | STUDENT WILL DEMONSTRATE HIS ABILITY TO WRITE ABOUT AN | 01291 18 |
| | ACCOUNT HE HAS HEARD OR READ ABOUT, | 01291 19 |
| *FILE | LISTENING RELATIONSHIP TO READING/WRITING | 01291 9 |

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| *OBJECTIVES | TO BE ABLE TO HELP CHILDREN RECOGNIZE THE RELATIONSHIP | 01292 16 |
| | BETWEEN LISTENING, READING AND WRITING OF A NEWSPAPER | 01292 17 |
| | STORY, | 01292 18 |
| *PREREQUISITE | NONE, | 01292 19 |
| *EXPERIENCE | READS A NEWSPAPER ITEM TO A GROUP OF CHILDREN AND ASKS | 01292 11 |
| | THEM TO - LISTEN CAREFULLY AS HE READS IT A SECOND TIME - | 01292 12 |
| | ASKS THEM TO WRITE ABOUT THE INCIDENT HE READ - DISCUSSES | 01292 13 |
| | THE ELEMENTS WITHIN THE ITEM AND COMPARES THEIR WRITINGS | 01292 14 |
| | TO ORIGINAL ITEM, | 01292 15 |
| *SETTING | INDEPENDENT COLLEGE | 01292 10 |
| *MATERIALS | BLANK | 01292 5 |
| *LEVEL | ALL GRADES | 01292 8 |
| *GENERAL | ALL CANDIDATES | 01292 7 |
| *HOURS | 1/2 | 01292 6 |
| *EVALUATION | STUDENTS (CHILDREN) WILL BE ABLE TO WRITE A REASONABLE | 01292 20 |
| | ACCOUNT OF THE NEWSPAPER ACCOUNT READ TO THEM BY THE | 01292 21 |
| | CANDIDATE, | 01292 22 |
| *FILE | LISTENING RELATIONSHIP TO READING/WRITING | 01292 9 |

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| *OBJECTIVES | TO EXPERIENCE THE RELATIONSHIP AMONG HEARING, LISTENING, | 01293 17 |
| | AND SPEAKING, TO RECOUNT THE INTERRELATIONSHIP IN | 01293 18 |
| | DISCUSSION, | 01293 19 |
| *PREREQUISITE | NONE, | 01293 20 |
| *EXPERIENCE | ROLE PLAY - CANDIDATE PREPARES A SET OF WRITTEN DIRECTIONS | 01293 11 |
| | WHICH HE READS TO A GROUP OF PEERS AND ASKS THEM TO REPEAT | 01293 12 |
| | THEM BY WRITING DOWN ALL THEY CAN RECALL, HE STRESSES | 01293 13 |
| | FIRST THE NEED TO LISTEN AND RECALL - HE OUTLINES THE | 01293 14 |
| | IMPORTANT POINTS - HE ASKS THEM TO REPEAT HIS DIRECTIONS, | 01293 15 |
| | RESULTS OF EXPERIENCE ARE DISCUSSED, | 01293 16 |
| *SETTING | SMALL GROUP (1-12 STUDENTS) COLLEGE | 01293 10 |
| *MATERIALS | BLANK | 01293 5 |
| *LEVEL | ALL GRADES | 01293 8 |
| *GENERAL | ALL CANDIDATES | 01293 7 |
| *HOURS | 1/2 | 01293 6 |
| *EVALUATION | STUDENTS WILL BE ABLE TO REPEAT IN SOME DETAIL AND WITH | 01293 21 |
| | REASONABLE ACCURACY THE DIRECTIONS GIVEN SO THAT AN | 01293 22 |
| | OUTSIDER COULD LOCATE THE AREA UNDER DISCUSSION, ISSUE | 01293 23 |
| | OF INTERRELATIONSHIP IS HANDLED IN DISCUSSION OR NOTES, | 01293 24 |
| *FILE | LISTENING INTERRELATIONSHIPS | 01293 9 |

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| *OBJECTIVES | TO RECOGNIZE THE INFLUENCE OF NOISE AND CONFUSION ON A | 01294 16 |
| | PERSONS ABILITY TO LISTEN, | 01294 17 |
| *PREREQUISITE | NONE, | 01294 18 |
| *EXPERIENCE | CANDIDATE IS GIVEN A SERIES OF LISTENING TESTS AND ASKED | 01294 11 |
| | TO RECALL A NUMBER OF SPECIFICS, A SCORE IS RECORDED, | 01294 12 |
| | TEST IS REGIVEN WITH DISTURBING NOISES AND BACKGROUND | 01294 13 |
| | CONFUSION ADDED, A SECOND SCORE IS TAKEN, SCORES ARE | 01294 14 |
| | COMPARED, | 01294 15 |
| *SETTING | INDEPENDENT COLLEGE | 01294 10 |

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| *MATERIALS | BLANK | 01294 | 5 |
| *LEVEL | ALL GRADES | 01294 | 8 |
| *GENERAL | ALL CANDIDATES | 01294 | 7 |
| *HOURS | 1/2 | 01294 | 6 |
| *EVALUATION | CANDIDATE WILL MAKE A HIGHER SCORE ON THE FIRST LISTENING TEST. | 01294<br>01294 | 19<br>20 |
| *FILE | LISTENING REMEDIATION NOISE AND EFFECTS ON LISTENING | 01294 | 9 |

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| *OBJECTIVES | TO BE ABLE TO IDENTIFY LISTENING SKILLS, THEIR LACK AND MEANS FOR THEIR IMPROVEMENT. | 01295<br>01295 | 16<br>17 |
| *PREREQUISITE | NONE. | 01295 | 18 |
| *EXPERIENCE | OBSERVES VIDEO TAPE RECORDING OF SEVERAL CLASSROOMS IN WHICH LISTENING SKILLS ARE BEING USED BY CHILDREN - IDENTIFIES THE KINDS OF LISTENING SKILLS USED - IDENTIFIES INDIVIDUALS NEEDING LISTENING SKILL IMPROVEMENT - SUGGESTS MEANS FOR IMPROVING LISTENING SKILLS. | 01295<br>01295<br>01295<br>01295 | 11<br>12<br>13<br>14<br>15 |
| *SETTING | INDEPENDENT COLLEGE | 01295 | 10 |
| *MATERIALS | BLANK | 01295 | 5 |
| *LEVEL | ALL GRADES | 01295 | 8 |
| *GENERAL | ALL CANDIDATES | 01295 | 7 |
| *HOURS | 1 | 01295 | 6 |
| *EVALUATION | CANDIDATE WILL BE ABLE TO LIST THE KINDS OF SKILLS BEING USED, THE STUDENTS WHO NEED HELP IN DEVELOPING BETTER LISTENING SKILLS AND WAYS IN WHICH THESE CHILDREN MAY BE HELPED. | 01295<br>01295<br>01295<br>01295 | 19<br>20<br>21<br>22 |
| *FILE | LISTENING OBSERVATION DIAGNOSIS | 01295 | 9 |

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| *OBJECTIVES | TO SORT WRITING ASSIGNMENTS WHICH ARE CREATIVE IN NATURE FROM THOSE WHICH ARE PRACTICAL | 01453<br>01453 | 15<br>16 |
| *PREREQUISITE | BLANK | 01453 | 17 |
| *EXPERIENCE | PROSPECTIVE TEACHERS ARE ASKED TO PREPARE A LIST OF POSSIBLE WRITING ASSIGNMENTS FOR THEIR PROJECTED GRADE PREFERENCE. THESE ASSIGNMENTS ARE THEN GROUPED BY THE STUDENT, ACCORDING TO THEIR USE - PRACTICAL OR CREATIVE. | 01453<br>01453<br>01453<br>01453 | 11<br>12<br>13<br>14 |
| *SETTING | INDEPENDENT COLLEGE | 01453 | 10 |
| *MATERIALS | BLANK | 01453 | 5 |
| *LEVEL | ALL GRADES | 01453 | 8 |
| *GENERAL | ALL CANDIDATES | 01453 | 7 |
| *HOURS | 1/2 | 01453 | 6 |
| *EVALUATION | PROSPECTIVE TEACHERS CAN DIVIDE A LIST OF WRITING ASSIGNMENTS INTO THOSE WHICH ARE CREATIVE AND FROM THOSE WHICH SERVE PRACTICAL COMMUNICATION SERVICE | 01453<br>01453<br>01453 | 18<br>19<br>20 |
| *FILE | WRITING ASSIGNMENTS CLASSROOM EVALUATION CREATIVITY AND PRACTICAL WRITING | 01453<br>01453 | 9 |

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| *OBJECTIVES | TO GIVE PROSPECTIVE TEACHERS INSIGHT INTO THE METHODS AND MODES OF EVALUATING TEACHING- PRACTICAL - CREATIVE WRITING | 01454<br>01454<br>01454 | 17<br>18<br>19 |
| *PREREQUISITE | PREVIOUS COLLEGE LEVEL WRITING COURSE | 01454 | 20 |
| *EXPERIENCE | PROSPECTIVE TEACHERS ARE ASKED TO WRITE COMPOSITIONS ASSIGNMENTS- PREVIOUSLY IDENTIFIED BY THEM AS CREATIVE OR PRACTICAL IN PURPOSE. THEY ARE THEN ASKED TO CREATE DIFFERENTIAL CRITERIA FOR EVALUATING THE DIFFERING QUALITIES, ETC, THAT MEASURE THE WORTH OF EACH OF THE TWO CLASSES OF WRITING. | 01454<br>01454<br>01454<br>01454<br>01454<br>01454 | 11<br>12<br>13<br>14<br>15<br>16 |
| *SETTING | INDEPENDENT COLLEGE | 01454 | 10 |
| *MATERIALS | BLANK | 01454 | 5 |
| *LEVEL | ALL GRADES | 01454 | 8 |

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| *GENERAL | ALL CANDIDATES | 01454 7 |
| *HOURS | 3 | 01454 6 |
| *EVALUATION | PROSPECTIVE TEACHER CAN MATCH EVALUATING CRITERIA WITH | 01454 21 |
| | SELECTED COMPOSITIONS EVALUATING HE UNDERSTANDS | 01454 22 |
| | DIFFERENTIAL PURPOSES FOR PRACTICAL CULTURE COMPOSITIONS, | 01454 23 |
| *FILE | WRITING ASSIGNMENTS EVALUATION TECHNIGUES CREATIVE AND | 01454 9 |
| | PRACTICAL WRITING | 01454 |

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| *OBJECTIVES | TO TEACH OR REVIEW THOSE QUALITIES OF WRITING, ≥SENTENCE | 01455 18 |
| | CONSTRUCTION, PARAGRAPH CONSTRUCTION, ETC,↑ WHICH ARE | 01455 19 |
| | STRONGLY EXPOSITORY IN NATURE BY EXAMINING QUALITY WRITING | 01455 20 |
| | AND DEFINING STYLE ↓ PURPOSE IN SUCH WRITING, SUCH | 01455 21 |
| | ANALYSIS WILL HELP CANDIDATES PROVIDE LEARNERS WITH | 01455 22 |
| | STRATEGIES FOR ANALYZING THEIR OWN WRITING, | 01455 23 |
| *PREREQJISITE | PREVIOUS COLLEGE LEVEL WRITING COURSES, | 01455 24 |
| *EXPERIENCE | PROSPECTIVE TEACHERS ARE TO SELECT 10 PARAGRAPHS AT RANDOM | 01455 11 |
| | FROM ANY EXPOSITORY MATERIALS ≥AS FOUND IN MAGAZINE | 01455 12 |
| | ARTICLES↑, THESE PARAGRAPHS WILL THEN BE CATAGORIZED BY | 01455 13 |
| | THE STUDENT ACCORDING TO↓ TYPE OF CONSTRUCTION↓ MAIN IDEA, | 01455 14 |
| | ACTIONS ↓ THEREFORE PARAGRAPHS PURPOSE, ↓ A LISTING OF | 01455 15 |
| | ELEMENTS WHICH ALLOW THE STUDENT TO DETERMINE THE ABOVE | 01455 16 |
| | INFORMATION, | 01455 17 |
| *SETTING | INDEPENDENT COLLEGE | 01455 10 |
| *MATERIALS | BLANK | 01455 5 |
| *LEVEL | ALL GRADES | 01455 8 |
| *GENERAL | ALL CANDIDATES | 01455 7 |
| *HOURS | 3 | 01455 6 |
| *EVALUATION | ELEMENTS THAT STUDENTS SELECT ↓ LIST AS CRITERION FEATURES | 01455 25 |
| | OF EXPOSITORY WRITING WILL MATCH INSTRUCTORS SELECTIONS ↓ | 01455 26 |
| | OR ARE JUSTIFIABLE BY CANDIDATE, | 01455 27 |
| *FILE | WRITING EXPOSITORY ELEMENTS | 01455 9 |

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| *OBJECTIVES | REVIEW OF THE IDENTIFYING CHARACTERISTICS OF THE | 01456 18 |
| | EXPOSITORY PARAGRAPH, AND APPROPRIATE EXAMPLES OF | 01456 19 |
| | CONSTRUCTION TECHNIQUES, | 01456 20 |
| *PREREQJISITE | PREVIOUS COLLEGE LEVEL WRITING COURSE | 01456 21 |
| *EXPERIENCE | PROSPECTIVE TEACHER WILL BE ASKED TO CONSTRUCT 10 | 01456 11 |
| | EXPOSITORY PARAGRAPHS, EACH DESIGNED TO GIVE A DIFFERENT | 01456 12 |
| | QUALITY TO INFORMATION, ≥PURPOSE OF THE PARAGRAPH WILL | 01456 13 |
| | DETERMINE CONSTRUCTION OF TH PARAGRAPH,↑ THESE | 01456 14 |
| | CONSTRUCTIONS WILL REFLECT 1, DETAILS 2, DEFINITIONS 3, | 01456 15 |
| | ANALOGYS 4, CONTRAST 5, COMPARISONS 6, CAUSE - EFFECT | 01456 16 |
| | RELATIONSHIPS 7, SIMPLE SEQUENCE OF EVENTS - ETC, | 01456 17 |
| *SETTING | INDEPENDENT COLLEGE | 01456 10 |
| *MATERIALS | BLANK | 01456 5 |
| *LEVEL | ALL GRADES | 01456 8 |
| *GENERAL | ALL CANDIDATES | 01456 7 |
| *HOURS | 3 | 01456 6 |
| *EVALUATION | INSTRUCTOR JUDGMENT AND/OR PEER GROUPS JUDGMENT OF | 01456 22 |
| | STUDENTS PARAGRAPHS, CONSTRUCTIONS, AND PURPOSES | 01456 23 |
| *FILE | EXPOSITORY WRITING ELEMENTS CAUSE ↓ EFFECT | 01456 9 |

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| *OBJECTIVES | TO REVIEW SENTENCE SKILLS AND SHOW THE TEACHER THE PROCESS | 01457 17 |
| | OF VARIED WRITING RELATED TO SENTENCE CONSTRUCTION | 01457 18 |
| *PREREQJISITE | BLANK | 01457 19 |
| *EXPERIENCE | TEACHER CANDIDATE WILL BE GIVEN A LIST OF 10 SEPARATE BITS | 01457 11 |
| | OF INFORMATION, HE WILL THEN WRITE 5 SENTENCES OF VARYING | 01457 12 |
| | CONSTRUCTIONS WHICH COMMUNICATE THE INFORMATION CONTAINED | 01457 13 |

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| | IN EACH BIT, THIS MAKES A TOTAL OF 50 SEPARATE SENTENCES WHICH CONVEY INFORMATION THROUGH VARIOUS * SUNDRY SENTENCE CONSTRUCTIONS PERMULATIONS ETC, | 01457 | 14<br>15<br>16 |
| *SETTING | INDEPENDENT COLLEGE | 01457 | 10 |
| *MATERIALS | BLANK | 01457 | 5 |
| *LEVEL | ALL GRADES | 01457 | 8 |
| *GENERAL | ALL CANDIDATES | 01457 | 7 |
| *HOURS | 1 | 01457 | 6 |
| *EVALUATION | TEACHER */OR PEER EVALUATION OF THE CONSTRUCTION * COMMUNICATION ACHIEVED, | 01457 | 20<br>21 |
| *FILE | SENTENCE CONSTRUCTION WRITING | 01457 | 9 |

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| *OBJECTIVES | PROSPECTIVE TEACHERS WILL IDENTIFY KEY OPPORTUNITIES A TEACHER HAS TO MAKE COMPOSITION AS INTEGRAL AND USEFUL PART OF A DAYS LEARNING ACYIVITY, | 01458 | 18<br>19<br>20 |
| PREREQUISITE | BLANK | 01458 | 21 |
| *EXPERIENCE | PROSPECTIVE TEACHERS WILL OBSERVE AN APPROPRIATE CLASSROOM FOR 1 DAY, NOTEING THE OPPORTUNITIES A TEACHER HAS FOR TEACHING BOTH CREATIVE */OR PRACTICAL WRITING WHICH ARISE FROM THE DAILY STUDENT INTERESTS AND COMMUNICATION NEEDS, POSSIBLE PRACTICAL * OR CREATIVE ASSIGNMENTS WILL BE LISTED AND PRACTICAL USES OR LEARNING OBJECTIVES WILL BE FOUND BY THE TEACHER, | 01458 | 11<br>12<br>13<br>14<br>15<br>16<br>17 |
| *SETTING | INDEPENDENT SCHOOL | 01458 | 10 |
| *MATERIALS | BLANK | 01458 | 5 |
| *LEVEL | ALL GRADES | 01458 | 8 |
| *GENERAL | ALL CANDIDATES | 01458 | 7 |
| *HOURS | 5 | 01458 | 6 |
| *EVALUATION | PRODUCTION OF A LIST OF ASSIGNMENTS WITH OBJECTIVES FOR EACH, | 01458 | 22<br>23 |
| *FILE | CLASSROOM PROCEDURES CREATIVE WRITING COMMUNICATION | 01458 | 9 |

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| *OBJECTIVES | TO CATAGORIZE TRADITIONAL WRITING ASSIGNMENTS ≥COMPOSITIONS* INTO CREATIVE OR PRACTICAL LISTS DEPENDENT UPON PURPOSE, | 01459 | 16<br>17<br>18 |
| *PREREQUISITE | BLANK | 01459 | 19 |
| *EXPERIENCE | PROSPECTIVE TEACHERS ARE TO EXAMINE TEACHING MATERIALS IN FOR 1 DAY, NOTING THE OPPORTUNITIES A TEACHER HAS FOR STUDY, SYLLABI* IN ORDER TO 1, IDENTIFY AND LIST 10 WRITING ASSIGNMENTS, * 2, TO CLASSIFY THESE ASSIGNMENTS AS EITHER CREATIVE OR PRACTICAL ≥EXPOSITORY* IN PURPOSE, | 01459<br>01458<br>01459<br>01459<br>01459 | 11<br>12<br>13<br>14<br>15 |
| *SETTING | INDEPENDENT COLLEGE | 01459 | 10 |
| *MATERIALS | LANGUAGE ARTS TEXTS, TEACHERS MANUALS, COURSE-OF-STUDY, SYLLABUS, | 01459<br>01459 | 5 |
| *LEVEL | ALL GRADES | 01459 | 8 |
| *GENERAL | ALL CANDIDATES | 01459 | 7 |
| *HOURS | 3 | 01459 | 6 |
| *EVALUATION | TESTS WILL BE RATED BY INSTRJCTOR AND/OR PEER GROUP, | 01459 | 20 |
| *FILE | LANGUAGE ARTS TEACHING MATERIALS CREATIVE * PRACTICAL WRITING | 01459<br>01459 | 9 |

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| *OBJECTIVES | THIS WILL INTRODUCE THE STUDENT TO THE NEED TO MESH COMPOSITION ASSIGNMENTS WITH PROPER AND VARIED CRITERIA FOR TEACHING AND/OR EVALUATING THE PRODUCT OF SUCH ASSIGNMENTS | 01460 | 17<br>18<br>19<br>20 |
| *EXPERIENCE | TEACHER CANDIDATES ARE TO PREPARE TWO ≥2* LISTS OF WRITING ASSIGNMENTS, ONE PRACTICAL, ONE CREATIVE WITH 10 ASSIGNMENTS PER LIST, THESE ASSIGNMENTS ARE TO INCLUDE | 01460 | 11<br>12<br>13 |

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| | THE TEACHERS PURPOSE FOR EACH ASSIGNMENT AND AT LEAST ONE CRITERIA FOR DETERMINING WHEITHER THE STUDENT HAS MET THE PURPOSE OF THE ASSIGNMENT | 01460 14<br>01460 15<br>01460 16 |
| *SETTING | INDEPENDENT COLLEGE | 01460 10 |
| *MATERIALS | BLANK | 01460 5 |
| *LEVEL | ALL GRADES | 01460 8 |
| *GENERAL | ALL CANDIDATES | 01460 7 |
| *HOURS | 1 | 01460 6 |
| *PREREQJISITE | PREVIOUS EXPERIENCE WITH MODJLES 1458 AND 1459 | 01460 21 |
| *EVALUATION | TESTS AND CRITERIA WILL BE JJDGED BY INSTRUCTOR AND/OR PEER GROUP, | 01460 22<br>01460 23 |
| *FILE | ASSIGNMENTS CRITERIA FOR WRITING CREATIVE + PRACTICAL | 01460 9 |

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| *OBJECTIVES | 1. TO DISPLAY THE POTENT EFFECT WHICH WRITING STYLE CAN CONVEY TO A READER, 2. ILLUSTRATE STYLISTIC QUALITIES WHERENT IN WRITING, | 01461 17<br>01461 18<br>01461 19 |
| *PREREQJISITE | NONE | 01461 20 |
| *EXPERIENCE | PROSPECTIVE TEACHER CANDIDATES ARE TO JUDGE EXAMPLES OF PRACTICAL WRITINGS SUCH AS LETTERS-TO-THE EDITORS, BUSINESS LETTERS, TEACHER NOTES IN CA SSS, AND RATE THE INTELLIGENCE OF THE WRITER AS HIGH, AVERAGE OR LOW, EACH SAMPLE AND RATING WILL THEN BE DEFENDED ACCORDING TO THE CRITERION USED BY THE TEACHER IN MAKING THE JUDGMENT, | 01461 11<br>01461 12<br>01461 13<br>01461 14<br>01461 15<br>01461 16 |
| *SETTING | INDEPENDENT | 01461 10 |
| *MATERIALS | PREPARED EXAMPLES OF PRACTICAL WRITING | 01461 5 |
| *LEVEL | ALL GRADES | 01461 8 |
| *GENERAL | ALL CANDIDATES | 01461 7 |
| *HOURS | 1 | 01461 6 |
| *EVALUATION | JUDGMENT OF INSTRUCTOR AND/OR PEER GROUP REGARDING THE CHOICE OF CRITERION AND DEFENSE OF THIS CHOICE, | 01461 21<br>01461 22 |
| *FILE | EXAMPLE OF PRACTICAL WRITING WRITING STYLE INTELLIGENCE | 01461 9 |

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| *OBJECTIVES | 1. TO DISPLAY THE POTENT EFFECT WHICH WRITING STYLE CAN GIVE TO THE READER, 2. TO ILLUSTRATE SOCIAL QUALITIES WHERENT IN THE ACT OF WRITING COMMUNICATION | 01462 18<br>01462 19<br>01462 20 |
| *PREREQJISITE | NONE | 01462 21 |
| *EXPERIENCE | PROSPECTIVE CANDIDATES WILL JUDGE EXAMPLES OF PRACTICAL WRITING SUCH AS LETTERS-TO-THE-EDITORS, BUSINESS LETTERS, TEACHER NOTES TO PARENTS OR OTHER TEACHERS AND RATE THE SOCIAL CLASS OF THE WRITER AS MIDDLE OR LOW, STUDENT WILL LIST REASON WHY EACH SAMPLE WAS RATED AND TABULATE POSSIBLE CRITERIA FOR JUDGING QUALITY AND FOR STYLE OF PRACTICAL WRITING ACCORDING TO SOCIAL CLASS NORMS, | 01462 11<br>01462 12<br>01462 13<br>01462 14<br>01462 15<br>01462 16<br>01462 17 |
| *SETTING | INDEPENDENT COLLEGE | 01462 10 |
| *MATERIALS | PREPARED EXAMPLES OF PRACTICAL WRITING | 01462 5 |
| *LEVEL | ALL GRADES | 01462 8 |
| *GENERAL | ALL CANDIDATES | 01462 7 |
| *HOURS | 1 | 01462 6 |
| *EVALUATION | JUDGEMENT OF INSTRUCTOR AND/OR PEER GROUP REGARDING THE RATING, CHOICE OF CRITERIA, AND DEFENSE STUDENT GIVES TO THIS CHOICE AND CRITERIA | 01462 22<br>01462 23<br>01462 24 |
| *FILE | WRITING STYLE SOCIA CLASS | 01462 9 |

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| *OBJECTIVES | TO DISPLAY THE POTENT EFFECT WHICH WRITING STYLE HAS ON THE READER, | 01463 16<br>01463 17 |
| *PREREQJISITE | NONE | 01463 18 |
| *EXPERIENCE | TEACHER CANDIDATES WILL JUDGE EXAMPLES OF PRACTICAL WRITING LETTERS-TO-THE-EDITORS, TEACHER NOTES TO PARENTS, | 01463 11<br>01463 12 |

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| | BUSINESS LETTERS* AND RATE THE EXAMPLE AS EFFECTIVE OR | 01463 | 13 |
| | INEFFECTIVE, EACH RATING IS TO BE DEFENDED BY REASON OR | 01463 | 14 |
| | LOGIC, | 01463 | 15 |
| *SETTING | INDEPENDENT COLLEGE | 01463 | 10 |
| *MATERIALS | PREPARED EXAMPLES OF PRACTICAL WRITING | 01463 | 5 |
| *LEVEL | ALL GRADES | 01463 | 8 |
| *GENERAL | ALL CANDIDATES | 01463 | 7 |
| *HOURS | 1/2 | 01463 | 6 |
| *EVALUATION | JUDGEMENT OF INSTRUCTOR AND/OR PEER GROUP REGARDING THE | 01463 | 19 |
| | RATING AND DEFENSE STUDENT MAKES OF HIS RATING, | 01463 | 20 |
| *FILE | EFFECTIVE * INEFFECTIVE WRITING WRITING STYLE RATINGS | 01463 | 9 |

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| *OBJECTIVES | TO DEMONSTRATE TO THE PROSPECTIVE WRITER THE EFFECT HIS | 01464 | 18 |
| | AUDIENCE CAN HAVE ON HIS WRITING STYLE, AND ILLUSTRATE | 01464 | 19 |
| | THIS BY DIFFERENTIAL PRODUCTION | 01464 | 20 |
| *PREREQUISITE | BLANK | 01464 | 21 |
| *EXPERIENCE | PROSPECTIVE TEACHERS ARE GIVEN A LIST OF FACTS AND/OR | 01464 | 11 |
| | INFORMATION AND ARE THEN ASKED TO CONVEY THIS FACT OR | 01464 | 12 |
| | INFORMATION IN WRITING, TO A LIST OF DIFFERENT READERS, | 01464 | 13 |
| | THE LIST WOULD INCLUDE* A THIRD GRADE BOY, AN EIGHTH GRADE | 01464 | 14 |
| | GIRL, A TEENAGE DROPOUT, A PARENT OF A LOWER SOCIO- | 01464 | 15 |
| | CULTURAL-ECONOMIC COMMUNITY, A MILITARY OFFICER, A HOSTILE | 01464 | 16 |
| | READER, A POLITICIAN, A FARMER, A TEACHER, | 01464 | 17 |
| *SETTING | INDEPENDENT COLLEGE | 01464 | 10 |
| *MATERIALS | PREPARED SHEET OF FACT AND/OR INFORMATION | 01464 | 5 |
| *LEVEL | BLANK | 01464 | 8 |
| *GENERAL | ALL CANDIDATES | 01464 | 7 |
| *HOURS | 3 | 01464 | 6 |
| *EVALUATION | TEACHER JUDGEMENT AND/OR PEER GROUP JUDGEMENT OF | 01464 | 22 |
| | EFFECTIVENESS OF EACH SAMPLE, SUPPORT OR CRITICISM IS | 01464 | 23 |
| | JUSTIFIED BY EXAMPLE, | 01464 | 24 |
| *FILE | WRITING STYLE AUDIENCE EFFECT DIFFERENTIAL PRODUCTION | 01464 | 9 |

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| *OBJECTIVES | TO ILLUSTRATE THE FUTETELY OF STERILE WRITING ASSIGMENTS | 01465 | 21 |
| | WITH A RESULTANT FAILURE IN LEARING WHEN COMPARED WITH | 01465 | 22 |
| | ASSIGMENTS WHICH GROW FROM MOTIVATION AND PURPOSE, | 01465 | 23 |
| *PREREQJISIRE | NONE | 01465 | 24 |
| *EXPERIENCE | PROSPECTIVE TEACHER CANDIDATES ARE GIVEN AN INCLASS | 01465 | 11 |
| | WRITING ASSIGNMENT, WITH INSTRUCTOR GIVING NO PURPOSE, | 01465 | 12 |
| | STRUCTURE OR MOTIVATION TO WHAT THE ASSIGNMENT IS TO DO, | 01465 | 13 |
| | (JUST WRITE HOW A DAFFIDOL FEELS IN SPRING,( ON A | 01465 | 14 |
| | SUCCEEDING DAY THE SAME ASSIGNMENT IS GIVEN, BUT THIS TIME | 01465 | 15 |
| | SOME PRE-EXPERIENCE ≥SCIENCE FILM, A SEALED BOX WHICH | 01465 | 16 |
| | RATTLES, A PREPLANED CLASSROOM DRAMA* GENERATES THE | 01465 | 17 |
| | ASSIGNMENT AND MAKES IT REAL, STIMULATING, AND USEFUL FOR | 01465 | 18 |
| | THE STUDENT, INSTRUCTOR THEN LEADS CLASS IN EVALUATING | 01465 | 19 |
| | DIFFERENTIAL PERFORMANCE FROM THE Z ASSIGNMENTS | 01465 | 20 |
| *SETTING | LARGE GROUP COLLEGE | 01465 | 10 |
| *MATERIALS | BLANK | 01465 | 5 |
| *LEVEL | ALL GRADES | 01465 | 8 |
| *GENERAL | ALL CANDIDATES | 01465 | 7 |
| *HOURS | 1 | 01465 | 6 |
| *EVALUATION | STUDENTS WILL RATE THEIR PAPERS AND ASSIGMENT WITHOUT | 01465 | 25 |
| | BEING TOLD WHAT THEY ARE ATTEMPTING TO LEARN CLASS WILL | 01465 | 26 |
| | THEN COMPARE RETINGS AND DETERMIRE REASONS FOR EACH, | 01465 | 27 |
| *FILE | STERILE WRITING ASSIGNMENTS MOTIVATED WRITING | 01465 | 9 |

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| *OBJECTIVES | TO ESTABLISH THE NEED FOR PURPOSE, MOTIVATION, REALITY + | 01466 16 |
| | USEFULNESS IN MAKING WRITTING ASSIGMENTS AND TO CUTE | 01466 17 |
| | DIRECT EVIDENCE OF THIS FROM OBSEIVATION, | 01466 18 |
| *PREREQJISITE | NONE | 01466 19 |
| *EXPERIENCE | PROPECTIVE TEACHERS WILL OBSERVE CLASSROOM IN WHICH A | 01466 11 |
| | TEACHER GIVES STUDENTS A WRITING, ASSIGMENT, THEY WILL | 01466 12 |
| | THEN JUDGE WHEATHER THE ASSIGNMENT HAVE! 1,+ MOTIVATION, | 01466 13 |
| | 2,+ REALITY, 3,+ USEFULNESS AND JUSTIFY THEIR JUDGMENT OF | 01466 14 |
| | EACH POINT, | 01466 15 |
| *SETTING | INDEPENDENT SCHOOL | 01466 10 |
| *MATERIALS | BLANK | 01466 5 |
| *LEVEL | ALL GRADES | 01466 8 |
| *GENERAL | ALL CANDIDATES | 01466 7 |
| *HOURS | 1 | 01466 6 |
| *EVALUATION | TEACHER EVALUATION AND/OR PEER GROUP RESPONSE TO TEACHERS | 01466 20 |
| | DEFENSE OF JUDGMENTS, STUDENTS LIST CONTAINS APPROPICATE | 01466 21 |
| | EXAMPES AND IS LOGICAL, | 01466 22 |
| *FILE | PURPOSE, MOTIVATION + REALITY OF WRITING OBSERVATION | 01466 9 |
| | CLASSROOM WRITING ACTIVITIES | 01466 |

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|---|---|---|
| *OBJECTIVES | TO DEMONSTRATE THE POTENCY OF COMMUNICATION INVOLVES | 02200015 |
| | INDEPENDENT OF SPEECH, | 02200016 |
| *PREREQJISITE | NONE | 02200017 |
| *EXPERIENCE | TEACHER CANDIDATE PREPARES AND TEACHES A 20 MINUTE LESSON | 02200011 |
| | IN SOME APPROPRIATE CONTENT AREA, SUCH LESSON TO INCLUDE | 02200012 |
| | ASSIGNMENTS, DISCUSSION, ETC, ALL TO BE DONE WITH OUT ORAL | 02200013 |
| | COMMUNICATION ON THE TEACHERS PART, | 02200014 |
| *SETTING | INDEPENDENT, SCHOOL | 02200010 |
| *MATERIALS | BLANK | 02200005 |
| *LEVEL | ALL GRADES | 02200008 |
| *GENERAL | ALL CANDIDATES | 02200007 |
| *HOURS | 1 | 02200006 |
| *EVALUATION | STUDENTS WILL BE TESTED ON WHETHER THEY HAVE LEARNED FROM | 02200018 |
| | THE ASSIGNMENT BY OBJECTIVE AND QUESTIONNAIRES TACTICS, | 02200019 |
| *FILE | SPEAKING NON-ORAL TEACHING | 02200009 |

| | | |
|---|---|---|
| *OBJECTIVES | TO TEACH OR REVIEW THE EFFECT WHICH SUPRA-SEGURITAL | 02201018 |
| | PHONEMS HAVE ON MEANING IN ORAL COMMUNICATION | 02201019 |
| *PREREQJISITE | CLASS IN LINGUISTIC ANALYSIS, | 02201020 |
| *EXPERIENCE | PROSPECTIVE TEACHERS ARE ASKED TO LISTEN TO A TAPE WHICH | 02201011 |
| | CONTAINS A SPEAKER WHO REPEATS A SENTENCE 5 TIMES EACH | 02201012 |
| | TIME VARYING THE INFLECTION (PRIMARY EMPHASIS, STRESS, | 02201013 |
| | PITCH, JUNCTURE) SO THAT THE SENTENCE CHANGES ITS MEANING, | 02201014 |
| | STUDENTS ALOT THE SPEAKER MEANS TO COMMUNICATE IN EACH | 02201015 |
| | SITUATION AND LIST WHAT IT IS THAT SIGNALS TO THE | 02201016 |
| | LISTENER THERE SHADES OF MEANING | 02201017 |
| *SETTING | LARGE GROUP, COLLEGE | 02201010 |
| *MATERIALS | TAPED SENTENCE AND PLAYBACK JNIT, | 02201005 |
| *LEVEL | ALL GRADES | 02201008 |
| *GENERAL | ALL CANDIDATES | 02201007 |
| *HOURS | 1/2 | 02201006 |
| *EVALUATION | STUDENTS DEFINITIONS + LIST SHOULD MATCH TEACHERS | 02201021 |
| | JUDGMENT, | 02201022 |
| *FILE | SPEAKING EXAGGERATED COMMUNICATION | 02201009 |

| | | |
|---|---|---|
| *OBJECTIVES | TO IDENTIFY TEACHING TECHNIQJES USED IN SITUATIONS WHERE | 02202017 |
| | NORMAL COMMUNICATION AVENUES ARE DEFECTIVE, | 02202018 |
| *PREREQJISITE | PREVIOUS OBSERVATION TRAINING SUCH AS THAT USED IN THE | 02202019 |
| | CONSTRUCTION OF MSU CLINIC SCHOOL MANUAL, | 02202020 |

| | | |
|---|---|---|
| *EXPERIENCE | PROSPECTIVE TEACHERS ARE TO MAKE TWO FIELD TRIPS, ONE TO A SCHOOL FOR THE BLIND, ANOTHER TO A SCHOOL FOR THE DEAF, TEACHING TECHNIQUES RELATED TO COMMUNICATION PROBLEMS WILL BE LISTED BY THE TEACHER WITH A JUDGMENT ABOUT WHY SUCH A TEACHING TECHNIQUE IS OR WOULD EFFECTCLASS COMMUNICATION CHANNELS APPENDED TO EACH LISTED TECHNIQUE, | A02202011<br>02202012<br>02202013<br>02202014<br>02202015<br>02202016 |
| *SETTING | INDEPENDENT, SCHOOL | 02202010 |
| *MATERIALS | BLANK | 02202005 |
| *LEVEL | ALL GRADES | 02202008 |
| *GENERAL | ALL CANDIDATES | 2202007 |
| *HOURS | 2 | 02202006 |
| *EVALUATION | STUDENTS CAN LIST 5 TEACHING TECHNIQUES USED IN EACH OF THE TWO SCHOOLS, THOSE USED ON BLIND CHILDREN, AND THOSE USED ON DEAF ONE, | 02202021<br>02202022<br>02202023 |
| *FILE | SPEAKING OBSERVATION HANDICAPPED | 02202009 |

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|---|---|---|
| *OBJECTIVES | TO DEMONSTRATE THE COMMUNICATION VARIABLES WHICH EXIST BETWEEN READING AND SPEAKING, | 02203013<br>02203014 |
| *PREREQUISITE | METHODS WORK IN BEGINNING READING INSTRUCTION, | 02203015 |
| *EXPERIENCE | PROSPECTIVE TEACHER WILL CONSTRUCT AN EXPERIENCE CHART WITH A BEGINNING READER, | 02203011<br>02203012 |
| *SETTING | INDEPENDENT, SCHOOL | 02203010 |
| *MATERIALS | BLANK | 02203005 |
| *LEVEL | ALL GRADES | 02203008 |
| *GENERAL | ALL CANDIDATES | 02203007 |
| *HOURS | 1 | 02203006 |
| *EVALUATION | STUDENT CAN LIST VERBAL COMPONENTS OF SPEECH AND OF READING AND STAR THOSE WHICH ARE COMMON TO BOTH COMMUNICATION AREAS, | 02203016<br>02203017<br>02203018 |
| *FILE | SPEAKING EXPERIENCE CHART | 02203009 |

| | | |
|---|---|---|
| *OBJECTIVES | TO ELUCIDATE THE PURPOSE OF PUNCTUATION ON WRITTEN COMMUNICATION AND/OR TO EXPOSE THE FACT THAT WRITING/READING IS TAKL-WRITTEN DOWN, | 02204016<br>02204017<br>02204018 |
| *PREREQUISITE | NONE | 02204019 |
| *EXPERIENCE | PROSPECTIVE TEACHERS WILL LISTEN TO A RECORDING OF A PARAGRAPH AND SIMULTANEOUSLY MARK THIS PARAGRAPH WITH NECESSARY PUNCTUATION, STUDENT WILL THEN DESCRIBE THE USE OF PUNCTUATION AND ITS RELATIONSHIP TO WRITTEN-ORAL COMMUNICATION, | 02204011<br>02204012<br>02204013<br>02204014<br>02204015 |
| *SETTING | LARGE GROUP, COLLEGE | 02204010 |
| *MATERIALS | TAPE RECORDER, TAPE OF READER, DUPLICATE IN PRINTED FORM, | 02204005 |
| *LEVEL | ALL GRADES | 02204008 |
| *GENERAL | ALL CANDIDATES | 02204007 |
| *HOURS | 1/2 | 02204006 |
| *EVALUATION | IF STUDENTS* RESULTS MATCH INSTRUCTOR MODEL, | 02204020 |
| *FILE | SPEAKING PUNCTUATION | 02204009 |

| | | |
|---|---|---|
| *OBJECTIVES | TO HELP THE PROSPECTIVE TEACHER IDENTIFY HER OWN COMMUNICATION SKILLS, THEN EFFECT ON CHILDREN, AND ANY POSSIBLE CHANGES THAT AR NEEDED, | 02205017<br>02205018<br>02205019 |
| *PREREQUISITE | PREVIOUS EXPOSURE TO A CLASSROOM OF CHILDREN, | 02205020 |
| *EXPERIENCE | PROSPECTIVE TEACHER WILL BE VIDEO TAPED IN A 15 MINUTE TEACHING ACT, SUCH ACT TO INCLUDE GIVING AN ARGUMENT, ORAL READING FROM A BOOK, LEADING A DISCUSSION, STUDENT WILL THEN VIEW THIS TAPE AND DISCUSS WITH SUPERVISOR HER RESPONSE OR REACTION TO THE STUDENTS COMMUNICATION SKILL WITH CHILDHEN. | 02205011<br>02205012<br>02205013<br>02205014<br>02205015<br>02205016 |

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*SETTING      SMALL GROUP (1-12 STUDENTS),  SCHOOL                          02205010
*MATERIALS    VIDEO-TAPE UNIT + TAPES,                                      02205005
*LEVEL        ALL GRADES                                                    02205008
*GENERAL      ALL CANDIDATES                                                02205007
*HOURS        1                                                             02205006
*EVALUATION   IF THE STUDENT CAN LIST 1) STRENGTHS + 2) WEAKNESSES IN       02205021
              HER TEACHING ACT, THE OBJECTIVES OF THIS LESSON WILL HAVE     02205022
              BEEN MET,                                                     02205023
*FILE         SPEAKING  ORAL READING                                        02205009
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*OBJECTIVES   TO KNOW THE VARIETY OF TEACHING TECHNIQUES AVAILABLE TO A     02206016
              TEACHER, EACH TECHNIQUE BASED ON A DIFFERENT COMMUNICATION    02206017
              MEDIUM AND/OR SKILL,                                          02206018
*PREREQUISITE NONE                                                          02206019
*EXPERIENCE   PROSPECTIVE TEACHERS ARE GIVEN A SELECTION FROM A HISTORY     02206011
              TEXT,  THEY ARE THEN ASKED TO PREPARE THIS LESSON FOR: 1)     02206012
              ORAL PRESENTATION 2) DRAMATIC PRESENTATION 3) PANTOMINE       02206013
              PRESENTATION 4) CHORAL PRESENTATION 5) DANCE 6) ORAL          02206014
              READING OF RELECTION 7) CHART,                                02206015
*SETTING      INDEPENDENT,  COLLEGE                                         02206010
*MATERIALS    BLANK                                                         02206005
*LEVEL        ALL GRADES                                                    02206008
*GENERAL      ALL CANDIDATES                                                02206007
*HOURS        2                                                             02206006
*EVALUATION   PRESENTATIONS TO BE JUDGED BY TEACHER  AND/OR PEER GROUP      02206020
              ANALYSIS,                                                     02206021
*FILE         SPEAKING  TEACHING TECHNIQUES                                 02206009
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*OBJECTIVES   INTRODUCE TEACHERS-IN-TRAINING TO REAL LIVE CHILDREN IN A     02207016
              TEACHING-LEARNING SITUATION,                                  02207017
*PREREQUISITE PRACTICE IN WRITING CASE STUDIES,                             02207018
*EXPERIENCE   PROSPECTIVE TEACHER WILL BE ASKED TO PREPARE A CASE STUDY     02207011
              OF A CHILD CONTAINING ALL MATERIALS AND AREAS NORMALLY        02207012
              FOUND IN SUCH STUDIES, THIS STUDY TO CONTAIN ONLY             02207013
              MATERIALS GATHERED BY THE TEACHER DURING A 2 HOUR FACE TO     02207014
              FACE CONFRONTATION WITH A SELECTED CHILD,                     02207015
*SETTING      INDEPENDENT,  SCHOOL                                          02207010
*MATERIALS    CASE STUDY OUTLINE                                            02207005
*LEVEL        ALL GRADES                                                    02207008
*GENERAL      SPECIALIST                                                    02207007
*HOURS        6                                                             02207006
*EVALUATION   COMPLETED CASE STUDY,                                         02207019
*FILE         SPEAKING  CLINIC  CASE STUDY                                  02207009
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## SOCIAL STUDIES

> Although there are some notable exceptions, on the whole, the social studies are the least effective educationally of any of the basic areas taught in the American public schools.[1]

In an era punctuated by continuous, often devastating, criticism of American education this damaging indictment might go unnoticed. Yet the fact that the speaker is Ralph Tyler, former director of the Center for Advanced Study in the Behavioral Sciences and currently director of the National Assessment Project, commands our attention.

Tyler cites four causative factors in support of his allegations:

1. Educators and laymen are confused about the reasons why the social studies are taught.

2. Schools have inadequate intellectual resources to draw upon in developing social studies programs.

3. Programs are poorly planned, are devoid of unity and depth, and their content is repetitious and inert.

4. Teachers lack the requisite interest and academic preparation for teaching the social studies.

Other educators have critized the practices of elementary teachers, alleging that too often teachers:

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[1]Ralph Tyler, "An Assessment: The Edge of the Future," in G. Wesley Sowards (ed.), The Social Studies: Curriculum Proposals for the Future (Chicago: Scott, Foresman Company, 1963), p. 121.

1. Place excessive emphasis upon the "3 R's" -- at the expense of neglecting the social studies.

2. Fail to provide systematic, sequential instruction in problem solving, map and globe reading, and other social studies skills.

3. Rely too heavily upon the time-honored "read-recite-test" routine.

4. Equate social studies achievement with memorization of accretions of unrelated facts.

5. Teach citizenship with notorious lack of success.

6. Perhaps most significant of all, fail to make their social studies classes enjoyable learning experiences.

## THE NEW SOCIAL STUDIES

Admittedly, criticism of social studies teaching has declined in recent years. Indeed it was in 1963 when Tyler decried the sorry state of the social studies; at that time the social studies curriculum reform movement was in its embryonic stages. Blueprints for new curriculum projects had only begun to emerge from the drawing boards of the architects of the "New Social Studies." In the last five years the educational world has witnessed a proliferation of impressive new programs destined to alter the traditional approaches to social studies instruction. The first of these programs was aimed at the junior and senior high school levels. In time a few of the more imaginative ones focused specifically upon the elementary grades, while others gradually filtered down from the secondary grades.

Today the "New Social Studies" is beginning to achieve reality in elementary classrooms. The Elkhart, Indiana, Experiment in Economic Education, the University of Georgia Anthropology Project, the Contra Costa County Social Studies Program, the Project Social Studies Curriculum Centers at the University of Minnesota, at Northwestern University, and at other institutions, the Greater Cleveland Social Science Program--these and other social studies curriculum projects are being implemented in elementary classrooms throughout the nation. Clinics,

institutes, seminars and other in-service activities afford teachers opportunities to learn about these new programs, and to develop, select, implement, and evaluate new instructional materials. But these efforts toward sensitizing elementary teachers to the "New Social Studies" provide only a partial solution to the problem of improving social studies instruction; they concern only the practicing classroom teacher and do not affect the college student enrolled in a teacher-education program.

It is here at the pre-service level where the problem becomes acute. An examination of pre-service teacher education programs in social studies reveals that few concerted attempts have been made to produce elementary teachers capable of teaching the "New Social Studies." The focus of this problem is the so-called social studies "methods course." In varying degrees such courses possess these limitations:

1. Rarely do college instructors work across the social science disciplines with a view toward helping the prospective social studies teacher integrate and apply the contributions of history, geography, economics, political science, sociology, social psychology, jurisprudence, and philosophy to the study of human phenomena.

2. Seldom is the prospective social studies teacher given opportunities to simultaneously apply what he has learned in his methods course to the elementary classroom. Experience has demonstrated that the typical student-teaching situation does not provide adequate opportunities for application.

3. Few provisions are made for the prospective social studies teacher to design his own teaching aids and experiment with them in actual classroom situations. Granted, he may become sensitized to various text-book series, films, and other commercially-produced teaching aids, but rarely is he encouraged to develop teaching aids on his own.

4. Few noteworthy attempts are made to integrate social studies methods courses with other experiences in teacher education. Far too frequently, the social studies methods course is taught in isolation. Yet we know that there are many points of convergence between the social studies and reading, language arts, science, mathematics, music, art, and physical education.

5. Instructors of social studies methods courses are hypocritical. They will emphasize the need for using a wide variety of learning resources in the elementary classroom, but rarely do they apply this principle to their own teaching. They may advocate and use programmed learning, role playing, simulation games, and case study analysis, while neglecting to employ these activities in their own methods classes.

6. Few social studies methods instructors gear their courses toward meeting the needs of individual pupils. Typically, the major thrust of these courses is toward the mythical "average" pupil whose receptivity to learning is unencumbered by language disabilities, malnutrition, low self-concept, feelings of alienation, or a host of other problems of children of migrant workers, American Indians, and other impoverished groups living in rural areas.

Clearly such inadequacies attest to the need for upgrading and revitalizing pre-service programs in social studies education. Unless this is done, colleges and universities will continue to produce teachers who are incapable of teaching elementary pupils to cope with the realities of today and tomorrow.

These much-needed improvements can occur only if the instructors who provide elementary social studies professional experiences for prospective teachers are willing to examine the responsibilities incumbent upon the social studies teacher of the future and plan appropriate learning experiences that will enable them to meet these responsibilities when they become full-fledged teachers. Obviously it is impossible to predict exactly

what these responsibilities will be; nor can we assume that learning experiences acquired in a professional translation will adequately equip the teacher-trainee to deal with every eventuality he will encounter later in the classroom. But we do know that the ways in which man seeks to comprehend the realities of life will not change appreciably from one year to another. If pupils are to study society meaningfully they will need to master the analytical skills and modes of inquiry that social scientists have developed and refined.

How can we prepare prospective teachers to shoulder the responsibility of guiding pupils in meaningful study of society? Where do we begin? By the time the prospective elementary social studies teacher has entered the Professional Use of Knowledge phase of his teacher education program he will have acquired a sound background of knowledge regarding the modes of inquiry employed by social scientists in studying social phenomena. For the most part, he will have acquired this knowledge and inquiry style through actual firsthand experience in working with pupils. At this point he is ready to use his repertoire of experiences as a basis for deciding how he will plan, implement, and evaluate social studies instruction.

This approach constitutes a drastic departure from the traditional social studies professional experience. Typically instructors are highly prescriptive in their teaching; through lectures, demonstrations, and assigned readings they attempt to show their students the correct approaches to follow in teaching a given social studies skill, concept, or attitude. Granted, a less autocratic instructor may suggest a number of alternate teaching strategies to his pupils, but implicity or explicity his actions are bound to convey to students that are "right" or "wrong" approaches to social studies teachings.

This instructional mode is not only inconsistent with the spirit and intent of the social studies curricular reform movement, it is unsound from the standpoint of the psychology of learning. If prospective social studies teachers are to become successful in teaching elementary pupils to identify socially-significant problems and to attack these problems in an ordered, analytical manner using methods adapted from the social sciences, should

not these future social studies teachers be given an opportunity to develop and refine these skills through an inquiry-centered teacher education program? In essence our major premise is that a person cannot teach processes of inquiry to elementary pupils unless he himself has participated in these processes.

We propose that this can be accomplished if prospective elementary social studies teachers are given opportunities to make their own decisions regarding the questions of:

1. What social studies skills, understandings and value are of maximum relevance for pupils in a given instructional situation?

2. What is the most effective vehicle for teaching these objectives ?

3. How can the teacher be certain that these objectives are in fact being attained?

Viewed from this perspective, the primary task of the methods instructor in Professional Use of Knowledge becomes that of:

1. Exposing his students to a variety of instructional settings.

2. Encouraging them to diagnose the educational needs of pupils and devise ways of meeting these needs.

3. Giving them maximum opportunities to experiment with various instructional strategies in elementary classrooms.

Throughout this process the prospective social studies teacher--not his methods instructor--becomes the prime decision maker. His instructor assumes a non-directive role; he is, in effect an organizer, a facilitator.

## OBJECTIVES

The teacher preparation program model seeks to assist a prospective elementary social studies teacher in developing competencies that will enable him:

1. To encourage his pupils to develop viable definitions of citizenship that give credence to such ever-present conflicts as those existing between the welfare of the individual and the welfare of society.

2. To be not only aware that each child has his own problems, concerns, aspirations, and values, but to take this into account in planning, implementing, and evaluating social studies instruction.

3. To be conversant with historical antecedents and contemporary manifestations of dominant attitudes, values, and beliefs of various sub-cultures in American society and elsewhere in the world.

4. To become proficient in selecting, using, and evaluating various types of instructional resources.

5. To assist pupils in applying modes of inquiry of the social sciences to the study of significant social phenomena.

6. To be not only committed to the proposition that each pupil has his own unique potential for learning but to seek to insure that these potentials are realized.

7. To assist pupils in identifying and studying representative social, economic, and political forces impinging upon both individuals and governments.

8. To be fearless, honest, and judicious in dealing with controversial issues in the classroom.

9. To percieve and explore interrelationships existing between the social studies and other areas of the elementary curriculum.

10. To develop clear, concise behavioral objectives and apply them in planning, implementing, and evaluating social studies instruction.

11. To strive to assist his colleagues in improving the quality of their social studies instruction.

## ANALYTIC SKILLS AND MODES OF INQUIRY

The social studies area of the Professional Use of Knowledge is predicated upon the assumption that the elementary social studies teacher of the future will need to become a responsible, informed decision-maker. Decision-making encompasses not only the day-to-day pedagogical decisions the teacher must make in the classroom, but also the personal decisions affecting his relationships with pupils, parents, school administrators, and the lay community. His concern for the learning disabilities of his pupils, his view of the school as an agent of social change, his concern over the maintenance of law and order in our cities--these are but a few of the personal arenas of decision-making that affect his social studies teaching.

We believe that the best way to prepare the pre-service social studies teacher to become a successful decision-maker is by providing him with opportunities to become directly involved in a wide variety of compelling problematic situations. Further, we believe that these situations will be of value to the extent that the prospective teacher recognizes their significance, is committed to resolving them, and feels compelled to take a position, defend it, and accept the consequences of his decision.

Some of the problematic situations envisioned here center upon the elementary classroom; others involve the large community extending beyong the school. Examples of the former are: teaching Negro history to pupils in an all-whiteclass, sensitizing pupils in an

inner-city school to such concepts as freedom, justice, or law and order, introducing primary-grade pupils to basic concepts of time and space, or teaching junior high pupils to analyze political platforms. Examples of the latter type of problematic situation are: studying the power structure of the community, becoming knowledgeable regarding the history of the area, gaining insight into urban redevelopment and problems involved in relocating families, or ascertaining the willingness of the public to support its schools.

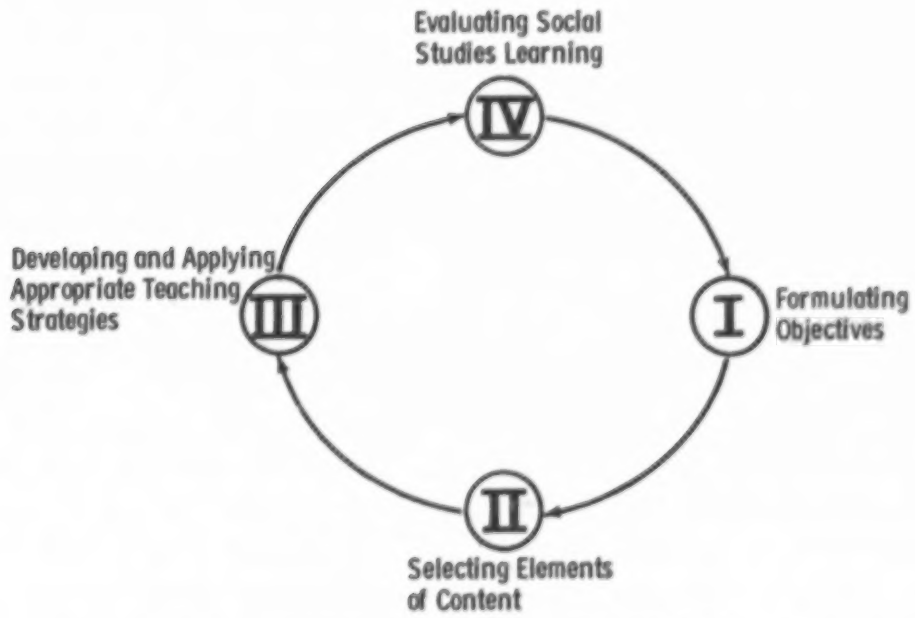
Many different kinds of instructional settings serve as vehicles for teaching decision-making. Although most of the instruction involves actual and simulated experiences in elementary classrooms, some attention is given to micro-teaching, individual projects, and various types of field experiences.

Decision making opportunities vary in difficulty from simple situations involving questions for consideration (How would you begin building readiness in primary pupils for instruction in map and globe skills? or how are paper mache globes built?) to complex social problems dealing with questions of values, ethics, public policy, or individual behavior. (Assuming that you are an eighth-grade social studies teacher, would you promote a class discussion on the morality of our involvement in Viet Nam? Why or why not? If so, how would you present this topic? Or, if you were the mayor of Detroit, how would you attempt to prevent a re occurrence of the riots of 1967?)

## OVERVIEW OF THE CONTENT

The content outlined below is divided into four interrelated steps in the process of decision making used by the elementary social studies teacher. These four processes--formulating objectives, selecting elements of content, developing and applying teaching strategies, and evaluating social studies learning--fit into a cyclical arrangement, with the first step flowing into the second, the second flowing into the third, etc. At the conclusion of this process the teacher may decide to re-teach, re-define, or extend objectives that have been previously taught, or he may introduce new objectives. In either case, this clinical cycle is

repeated again and again throughout the course of the year.




DECISION-MAKING MODEL FOR THE SOCIAL STUDIES TEACHER

The social studies component of the curricular area, Professional Use of Knowledge, of the teacher education program model is articulated through experiences which encompass thirty clock hours of in-class work, plus an additional sixty or seventy hours of out-of-class work in the field.

The in-class work is devoted to small-group discussions, workshops devoted to the preparation of instructional aids, analysis of recorded classroom episodes, individual conferences with students, and seminars enabling the student to meet and exchange ideas with school personnel (social studies consultants, administrators, psychometrists, social workers, specialists in inner city education, etc.) and lay persons from the local community (local government officials, representatives of service organizations and pressure groups, businessmen, and concerned parents).

The out-of-class work centers upon actual and simulated experiences in elementary schools and field work in the surrounding area. Experiences in elementary schools include actual classroom teaching, plus opportunities to attend faculty

meetings, participate in parent-teacher conferences, in-service meetings, and other opportunities designed to familiarize the prospective social studies teacher with the roles and functions of various professional and auxiliary personnel, and their potential contribution to the social studies program.

Numerous experiences in field work are available. Teacher-trainees may elect to become involved in home visitations; or they may work in day-care centers, with the juvenile divisions of the local police department, with political campaigns, with the local newspaper, radio or television stations, with "Head Start," and other programs in compensatory education. These experiences are organized and supervised under the direction of the social studies professor and are designed expressly to sensitize the prospective teacher to the great social forces impinging upon the social studies.

Below is an outline of the major topics to be taught in the social studies professional component, and the approximate percentage of time allocated to each topic. Total time allocations are shown for each of the areas of decision-making, and for the topics subsumed under each area. No attempt is made to determine the order in which these topics are to be taught; we believe that this consideration lies within the purview of the instructor.

## Outline of Content

I. Formulating objectives for instruction. (15%)*

A. Analyzing forces shaping general goals of the social studies; social, intellectual, national, international. (2%)

B. Ascertaining nature and function of social studies objectives. (1%)

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*Denotes total percentage of time allocated to this section of the program.

C. Achieving balance between needs of society and needs of the individual. (1%)

D. Role of readiness in developing objectives. (2%)

E. Interrelationships among self-actualization and cog-affective, and psycho-motor areas of development (2%)

F. Exploring relationships between objectives and selection of content. (2%)

G. Stating objectives in clear, concise, behavioral terms. (5%)

II. Selecting elements of content (15%) *

A. Exploring relationships existing between content selection and educational objectives. (3%)

B. Identifying points of convergence and divergence existing between the social studies and other elementary school subjects. (1%)

C. Capitalizing upon pupil interests in content selection. (2%)

D. Understanding dynamics of motivation in readiness and content selection. (2%)

E. Analyzing potential contributions of traditional and innovative social studies curriculum projects. (5%)

F. Comparing and contrasting models for selecting content; separate subject, concept-centered, interdisciplinary, multi-disciplinary. (2%)

III. Developing and applying teaching strategies (45%)*

A. Exploring interrelationships between objectives, content, and teaching strategies. (2%)

B. Recognizing differences in pupils; mental capacity, physical development, environmental factors, social maturity. (2%)

C. Discovering potential contributions of theories of cognition and valuing to social studies teaching. (8%)

D. Incorporating elements of reflective thinking into hypothetical and expository modes of instruction. (8%)

E. Teaching social studies skills within their functional context. (6%)

F. Developing and utilizing a wide range of instructional materials. (10%)

G. Employing community resources in social studies teaching. (2%)

H. Developing multi-media kits. (2%)

I. Constructing and using resource and teaching units. (5%)

IV. Evaluating social studies learning (25%)*

A. Exploring interrelationships between objectives, content, teaching strategies, and evaluation. (2%)

B. Discovering the nature and purpose of evaluation. (2%)

C. Becoming familiar with the entire range of evaluation procedures, and applying them in many different instructional situations. (6%)

D. Developing teacher-made evaluative procedures. (7%)

E. Detecting strengths and weaknesses in evaluative materials and techniques. (4%)

F. Designing a comprehensive, sequential program in evaluating social studies achievement. (4%)

## UNIQUE APPROACHES

The social studies professional experiences described in this section of the proposal embody these unique approaches:

1. Teacher-trainees are expected to assume the major responsibility for their learning. No longer will the instructor serve as a purveyor of prescriptions for social studies teaching. Instead, he becomes a resource person, a facilitator--one who makes it possible for prospective teachers to gain insight into the realities of teaching social studies in the world of today and tomorrow, and to apply the modes of inquiry and analytical skills of the social scientist to the study of persistent, compelling social and political problems.

2. Students are given a wide range of actual and simulated experiences designed to sensitize them to the learning problems of elementary pupils. They learn not only to analyze these problems, but to deal with them in an orderly, disciplined manner.

3. The content for this program is built upon a decision-making model encompassing four basic, interrelated steps in a process that undergirds the teaching of social studies. These steps are: formulating instructional objectives, selecting elements of content, developing and applying teaching strategies, and evaluating social studies learning. Teachers readily attest to the validity of these procedures, yet far too often they fail to regard their totality as essentially a cyclic process that permeates the entire range of decision confronting the social studies teacher.

4. Students gain valuable experience in designing their own teaching aids, and try them out under actual classroom conditions. We are not minimizing the importance of published materials. We will make extensive use of instructional materials when they have been involved in their development. Moreover, our experience has demonstrated that many teacher-

made materials are more useful than published materials in certain instructional situations.

5. The experience is flexible enough to allow the student to integrate what he is learning about social studies teaching with other subject matter areas. This much-needed integration seldom occurs in teacher education programs.

6. The social studies component departs significantly from the typical lecture sequence. Granted, we have not abandoned the lecture as a teaching method, but we have incorporated a wide variety of methods in this component. Simulation, role-playing, programmed learning, independent study, case study analysis, micro-teaching, macro-teaching, and many different types of laboratory and field experiences are available for the student. He makes extensive use of video taping equipment--in recording episodes of his own teaching and in analyzing them when they are replayed. Students vary in their ability to benefit from different learning experiences, and by exposing them to a great variety of experiences, we afford them maximum opportunities to attain their potential as social studies teachers.

## ORGANIZATION

Experiences are directed by an instructional team, consisting of the social studies Professional Use of Knowledge instructor, those social scientists who are directly involved in the social science component of the General-Liberal Education and Scholarly Modes of Knowledge areas, and by elementary teachers who have demonstrated outstanding proficiency in the social studies. The social scientist can insure that the skills, concepts, and values acquired through previous instruction in the social science components of General-Liberal Education and Scholarly Modes of Knowledge will transfer to the Professional Use of Knowledge area. He will be able to assist trainees who encounter problems in applying or adopting social science concepts or modes of inquiry

to instructional problems arising in the elementary classroom. Similarly, the master social studies teacher can be of genuine assistance to the student by helping him identify and analyze instructional problems and explore possible solutions; prepare, select, and experiment with teaching aids; diagnose and deal with learning disabilities of pupils.

Although the social scientist and the master teacher make many valuable contributions to the professional social studies experiences, the major responsibility for organizing and directing the component resides with the methods Professional Use of Knowledge instructor. He is responsible for establishing standards of achievement for his students, for measuring their performance against these standards, and for keeping them informed of their progress.

## REQUIRED RESOURCES

Below is a list of instructional resources required in implementing the program.

Portable video taping equipment

Portable audio taping equipment

Equipment for making transparences and 35 mm slides

Duplicating machine

Collection of children's trade books (minimum of 5,000)

Kits of artifacts

Collection of basal social studies textbooks

8mm single-concept films and projectors

Collection of resource and teaching units

Files of standardized and teacher-made social studies tests

Photo-copy equipment

Collection of maps, globes, and other relevant cartographic aids

Kits of materials for use in role-playing, simulation and other decision-making games

Courses of study and instructional guides throughout

Case study materials dealing with problematic situations in social studies teaching

Lists of names, addresses, and telephone numbers of local agencies (law enforcement, social welfare, planning commissions, news media, etc.) willing to cooperate with the social studies program.

Collection of professional texts, monographs, resource reports, and pamphlets dealing with the teaching of social studies in the elementary school.

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| *OBJECTIVES | AFTER VISITING A SOCIAL STUDIES CLASS FOR A WEEK, THE STUDENT WILL BE ABLE TO ASCERTAIN LEVELS OF READINESS IN PUPILS FOR FURTHER INSTRUCTION. | 01243 17<br>01243 18<br>01243 19 |
| *PREREQUISITE | STUDENT SHOULD HAVE HAD SOME EXPERIENCE IN ANALYZING PUPIL BEHAVIOR, TO ASCERTAIN ELEMENTS OF READINESS. | 01243 20<br>01243 21 |
| *EXPERIENCE | THIS EXPERIENCE INVOLVES PROVIDING STUDENTS WITH OPPORTUNITIES TO DETERMINE READINESS IN PUPILS. HERE THE IMPLICATION IS THAT ONCE THE STUDENT CAN MAKE THIS ASSESSMENT, HE WILL BE ABLE TO PLAN SUBSEQUENT LEARNING EXPERIENCES THAT ARE SUITED TO THE CAPABILITIES OF ELEMENTARY PUPILS. | 01243 11<br>01243 12<br>01243 13<br>01243 14<br>01243 15<br>01243 16 |
| *SETTING | BLANK | 01243 10 |
| *MATERIALS | BLANK | 01243 5 |
| *LEVEL | ALL GRADES | 01243 8 |
| *GENERAL | GENERALIST | 01243 7 |
| *HOURS | BLANK | 01243 6 |
| *EVALUATION | STUDENT WILL RANK THE PUPILS IN THE CLASS IN ORDER OF THEIR READINESS FOR THE NEXT TOPIC TO BE STUDIED. WHERE WE ASSUME THAT THE NEXT TOPIC WILL BE AN EXTENSION OF THE PREVIOUS TOPIC.* | 01243 22<br>01243 23<br>01243 24<br>01243 25 |
| *FILE | READINESS | 01243 9 |

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| *OBJECTIVES | THE STUDENT WILL IDENTIFY ELEMENTS OF READINESS FOR A SOCIAL STUDIES LESSON. | 01244 15<br>01244 16 |
| *PREREQUISITE | THROUGH INDEPENDENT READING AND CLASSROOM VISITATIONS THE STUDENT SHOULD BE KNOWLEDGABLE CONCERNING THE MEANING OF READINESS. | 01244 17<br>01244 18<br>01244 19 |
| *EXPERIENCE | THIS EXPERIENCE DEALS WITH READINESS FOR SOCIAL STUDIES LEARNING. WE WANT THE STUDENT TO BECOME AWARE OF THE MANY ELEMENTS OF READINESS AND THEIR RELEVANCE FOR A GIVEN SOCIAL STUDIES LESSON. | 01244 11<br>01244 12<br>01244 13<br>01244 14 |
| *SETTING | BLANK | 01244 10 |
| *MATERIALS | NONE | 01244 5 |
| *LEVEL | ALL GRADES | 01244 8 |
| *GENERAL | GENERALIST | 01244 7 |
| *HOURS | 30 MINUTES | 01244 6 |
| *EVALUATION | THE STUDENTSS DEFINITION OF READINESS SHOULD TAKE INTO ACCOUNT SUCH FACTORS AS PREVIOUS ACHIEVEMENT, READING ABILITY, INTELLECTUAL ABILITY, SOCIAL MATURITY, ETC. | 01244 20<br>01244 21<br>01244 22 |
| *FILE | READINESS DEVELOPING SOCIAL SCIENCE LESSON | 01244 9 |

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| *OBJECTIVES | EXPOSING STUDENTS TO CURRENT THEORY ON CREATIVITY<br>ILLUSTRATING APPLICATIONS OF CURRENT THEORY ON CREATIVITY | 02022 21<br>02022 22 |
| *PREREQUISITE | READING GUILFORD, STRUCTURE OF THE INTELLECT; PARNES, STUDENT WORKBOOK FOR CREATIVE PROBLEM SOLVING COURSES AND INSTITUTES, STATE UNIVERSITY OF NEW YORK AT BUFFALO; MYERS AND TORRANCE;, IDEA BOOKS, GINN + CO.; KNELLER, THE ART AND SCIENCE OF CREATIVITY; TABA, CURRICULUM DEVELOPMENT, CHAPTER 8. | 02022 23<br>02022 24<br>02022 25<br>02022 26<br>02022 27<br>02022 28 |
| *EXPERIENCE | CREATIVITY THE INSTRUCTOR IS TO INTRODUCE THE STUDENTS TO CREATIVITY OR CREATIVE THINKING. WITH THE USE OF AN OPAQUE PROJECTOR, HE SHOULD SHOW J. P. GUILFORDSS CUBICAL TRIGRAPH MODEL TITLED ITHE STRUCTURE OF THE INTELLECT. | 02022 11<br>02022 12<br>02022 13<br>02022 14 |

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| | THE LECTURE AND DISCUSSION IS TO FOCUS ON THE OPERATIONS | 02022 | 15 |
| | AXIS TERMED DIVERGENT THINKING. AFTER GAINING A CLEAR | 02022 | 16 |
| | UNDERSTANDING OF THE MODEL, MATERIALS BY PARNES, AND | 02022 | 17 |
| | MYERS AND TORRANCE SHOULD BE SHOWN. IN ADDITION, THE | 02022 | 18 |
| | STUDENTS SHOULD READ SANDERSS BOOK ON THE CONSTRUCTION OF | 02022 | 19 |
| | QUESTIONS. | 02022 | 20 |
| *SETTING | LARGE GROUP COLLEGE | 02022 | 10 |
| *MATERIALS | THE CURRICULAR MATERIALS AND QUESTION CONSTRUCTION ARE | 02022 | 5 |
| | APPLICATIONS OF CURRENT THEORIES RELATED TO FOSTERING | 02022 | |
| | CREATIVE THING AND BEHAVIOR | 02022 | |
| *LEVEL | ALL GRADES | 02022 | 8 |
| *GENERAL | SPECIALIST | 02022 | 7 |
| *HOURS | 3 | 02022 | 6 |
| *EVALUATION | INITIAL ATTEMPT TO WRITE CREATIVE TYPES OF QUESTIONS AND | 02022 | 29 |
| | THE PRODUCTION OF CURRICULUM MATERIAL RELATED TO THE | 02022 | 30 |
| | SOCIAL SCIENCES OR SOCIAL STUDIES. | 02022 | 31 |
| *FILE | CREATIVITY CAHICAL IRIGRAPH MODEL DIVERGENT THINKING | 02022 | 9 |

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| *OBJECTIVES | TO DISCUSS, EXAMINE, AND EXPLORE VARIOUS DEFINITIONS, | 02023 | 23 |
| | MODELS, AND NATURE OF CREATIVITY AND THEIR APPLICATIONS | 02023 | 24 |
| | FOR ELEMENTARY SOCIAL STUDIES. | 02023 | 25 |
| *PREREQUISITE | READ GUILFORDSS STRUCTURE OF THE INTELLECT. MODULE 2022 | 02023 | 26 |
| *EXPERIENCE | CREATIVITY THE INSTRUCTOR IS TO LECTURE ON THE | 02023 | 11 |
| | DEFINITIONS, MODELS, AND NATURE OF CREATIVITY OR CREATIVE | 02023 | 12 |
| | THINKING. THIS EXPERIENCE IS TO LEAD TO THE FACTORIAL | 02023 | 13 |
| | RESEARCH PROJECTS. THE INSTRUCTOR SHOULD FOCUS ON | 02023 | 14 |
| | DIVERGENT THINKING OF J. P. GUILFORDSS STRUCTURE OF THE | 02023 | 15 |
| | INTELLECT. THE EMPHASIS OF THIS EXPERIENCE IS TO SHOW | 02023 | 16 |
| | THAT CREATIVE/DIVERGENT THINKING IS COMPOSED OF A NUMBER | 02023 | 17 |
| | OF ABILITIES AND THAT ALL NORMAL INDIVIDUALS POSSESS | 02023 | 18 |
| | THESE ABILITIES, BUT IN VARYING DEGREE. IN ADDITION, IT | 02023 | 19 |
| | SHOULD BE BROUGHT OUT THAT THE INFLUENCE OF CREATIVE/ | 02023 | 20 |
| | DIVERGENT THINKING CAN BE PLOTTED ON A CONTINUUM: FROM | 02023 | 21 |
| | PERSONAL-INDIVIDUAL TO REVOLUTIONARY-WORLD WIDE. | 02023 | 22 |
| *SETTING | LARGE GROUP COLLEGE | 02023 | 10 |
| *MATERIALS | GUILFORD, STRUCTURE OF THE INTELLECT. KNELLER, THE ART | 02023 | 5 |
| | AND SCIENCE OF CREATIVITY, TABA, CURRICULUM DEVELOPMENT, | 02023 | |
| | CHAPTER 8. | 02023 | |
| *LEVEL | ALL GRADES | 02023 | 8 |
| *GENERAL | SPECIALIST | 02023 | 7 |
| *HOURS | 3 | 02023 | 6 |
| *EVALUATION | 1. COMPARISON/CRITICISM OF RESEARCH PROJECTS ON | 02023 | 27 |
| | CREATIVITY. 2. DEFINING CREATIVE/DIVERGENT THINKING ON | 02023 | 28 |
| | THE BASIS OF FIVE LEVELS AND ELEMENTARY PUPILS. | 02023 | 29 |
| | 3. SYNTHESIS PAPER ON CREATIVITY RESEARCH PROJECTS SINCE | 02023 | 30 |
| | 1945. 4. PRODUCING A CREATIVITY RESEARCH DESIGN. | 02023 | 31 |
| | 5. PRODUCING AN INSTRUMENT TO MEASURE CREATIVE THINKING | 02023 | 32 |
| | OR DEVELOPING A RATIONALE FOR AN INSTRUMENT. | 02023 | 33 |
| *FILE | CREATIVE THINKING FACTORIAL RESEARCH DIVERGENT THINKING | 02023 | 9 |

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| *OBJECTIVES | TO DISCUSS AND EXAMINE SOME RELATIONSHIPS AND DETAILS | 02024 | 17 |
| | CONCERNING THE CONSTRUCTION OF QUESTIONS TO FOSTER | 02024 | 18 |
| | CREATIVE/DIVERGENT THINKING IN THE SOCIAL STUDIES. TO | 02024 | 19 |
| | APPLY AND PRODUCE TEACHER-MADE QUESTIONS TO FOSTER | 02024 | 20 |
| | CREATIVE/DIVERGENT THINKING IN ELEMENTARY SOCIAL STUDIES. | 02024 | 21 |
| *PREREQUISITE | READ SANDERS, CLASSROOM QUESTIONS WHAT KINDS-, CHAPTER 5 | 02024 | 22 |
| | AND 7. | 02024 | 23 |
| *EXPERIENCE | CREATIVITY THE TEACHER IS A PROFESSIONAL QUESTION MAKER. | 02024 | 11 |
| | QUESTIONS MUST BE CAREFULLY DESIGNED IN ORDER TO PRODUCE | 02024 | 12 |

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| | A DESIRED THINKING PATTERN. QUESTIONS ARE A BASIC MEANS | 02024 | 13 |
| | TO SIMULATE CREATIVE/DIVERGENT THINKING. THE STUDENTS | 02024 | 14 |
| | ARE TO BE EXPOSED TO VARIOUS CATEGORIES OF QUESTIONS | 02024 | 15 |
| | ACCORDING TO THE THOUGHT PROCESSES DESIRED. | 02024 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 02024 | 10 |
| *MATERIALS | SANDERS, CLASSROOM QUESTIONS WHAT KINDS- GALLAGHER AND | 02024 | 5 |
| | ASCHNER, MERRILL-PALMER QUARTERLY, JULY, 1963. BLOOM, | 02024 | |
| | EDITOR, TAXONOMY OF EDUCATIONAL OBJECTIVES. | 02024 | |
| *LEVEL | ALL GRADES | 02024 | 8 |
| *GENERAL | SPECIALIST | 02024 | 7 |
| *HOURS | 4 | 02024 | 6 |
| *EVALUATION | BLANK | 02024 | 24 |
| *FILE | CREATIVE THINKING DIVERGENT THINKING TEACHING TECHNIQUES | 02024 | 9 |

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| *OBJECTIVES | TO DISCUSS AND EXAMINE SOME COMMERCIAL MATERILS WHICH | 02025 | 21 |
| | FOSTER CREATIVE/DIVERGENT THINKING IN THE SOCIAL STUDIES. | 02025 | 22 |
| | TO APPLY AND PRODUCE TEACHER-MADE MATERIALS WHICH FOSTER | 02025 | 23 |
| | CREATIVE/DIVERGENT THINKING IN THE SOCIAL STUDIES. | 02025 | 24 |
| *PREREQUISITE | EXAMINE MYERS AND TORRANCE'S IDEA BOOKS, GINN AND COMPANY. | 02025 | 25 |
| *EXPERIENCE | CREATIVITY EXPOSE THE STUDENTS TO COMMERCIALLY PRODUCED | 02025 | 11 |
| | MATERIALS WHICH ASSIST TEACHERS IN HELPING STUDENTS | 02025 | 12 |
| | DEVELOP CREATIVE/DIVERGENT THINKING ABILITIES. WORKBOOK | 02025 | 13 |
| | MATERIALS HAVE BEEN DEVELOPED AND TESTED FOR COLLEGE/ | 02025 | 14 |
| | ADULT POPULATIONS AS WELL AS FOR ELEMENTARY/JUNIOR HIGH | 02025 | 15 |
| | SCHOOL POPULATIONS. EXAMINATION, DISCUSSION, AND | 02025 | 16 |
| | COMPARISON OF THE MATERIALS SHOWS THAT THESE MATERIALS | 02025 | 17 |
| | ARE RELATIVELY OPEN-ENDED, HAVE MINIMUM DIRECTIONS, AND | 02025 | 18 |
| | USE LIFELIKE PROBLEMS SOLVABLE THROUGH A VARIETY OF | 02025 | 19 |
| | APPROACHES. | 02025 | 20 |
| *SETTING | LARGE GROUP COLLEGE | 02025 | 10 |
| *MATERIALS | PARNES, STUDENT WORKBOOK FOR CREATIVE PROBLEM-SOLVING | 02025 | 5 |
| | COURSES AND INSTITUTES, STATE UNIVERSITY OF NEW YORK AT | 02025 | |
| | BUFFALO, MYERS AND TORRANCE, IDEA BOOKS, GINN AND COMPANY | 02025 | |
| *LEVEL | ALL GRADES | 02025 | 8 |
| *GENERAL | SPECIALIST | 02025 | 7 |
| *HOURS | 4 | 02025 | 6 |
| *EVALUATION | PRODUCTION OF SOCIAL STUDIES MATERIALS TO ELICIT CREATIVE/ | 02025 | 26 |
| | DIVERGENT THINKING. PRODUCTION OF SUPPLEMENTARY | 02025 | 27 |
| | CREATIVTIY MATERIALS TO AUGMENT TRADITIONAL MATERIALS. | 02025 | 28 |
| *FILE | CREATIVE THINKING DIVERGENT THINKING TEACHING TECHNIQUES | 02025 | 9 |

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| *OBJECTIVES | CREATE A PRODUCT I.E. SIMULATION CASE STUDY, ETC. | 02026 | 24 |
| | CRITICALLY UTILIZING THE PREVIOUS MODULES. | 02026 | 25 |
| *PREREQUISITE | PREVIOUS MODULES RELATED SIMULATIONS, CASE STUDIES, | 02026 | 26 |
| | SURVEYS, UNITS, TREATMENTS OF MINORITIES, MORAL | 02026 | 27 |
| | EDUCATION, STATE DEPARTMENTS OF EDUCATION, U. S. OFFICE | 02026 | 28 |
| | OF EDUCATION RESEARCH AND NEW SOCIAL STUDIES PROGRAMS. | 02026 | 29 |
| *EXPERIENCE | BASED ON THE EXPERIENCES OF THE PREVIOUS MODULES DEALING | 02026 | 11 |
| | WITH (NEW) SOCIAL STUDIES PROGRAMS, SIMULATIONS, MORAL | 02026 | 12 |
| | EDUCATION, TREATMENT OF MINORITIES IN TEXTS, IMPACT OF | 02026 | 13 |
| | STATE DEPARTMENTS OF EDUCATION ON SOCIAL STUDIES | 02026 | 14 |
| | CURRICULA, UNITED STATES OFFICE OF EDUCATION SPONSORED | 02026 | 15 |
| | RESEARCH IN THE SOCIAL STUDIES, HISTORICAL FICTION AND | 02026 | 16 |
| | THE INTRODUCTION TO CREATIVITY, THE STUDENT WILL GENERATE: | 02026 | 17 |
| | 1, A SIMULATION 2, A CROSS-CULTURAL CASE STUDY 3, A | 02026 | 18 |
| | STUDENT SURVEY TO GATHER DATA DEMONSTRATING A SELECTED | 02026 | 19 |
| | SOCIAL SCIENCE CONCEPT FOR CLASS USE 4, COLLECTION OF | 02026 | 20 |
| | READINGS RELATED TO MINORITY GROUPS REFLECTING THE | 02026 | 21 |
| | INTERPLAY OF THE SOCIAL SCIENCES ON THE PROBLEMS OF THESE | 02026 | 22 |

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| | MINORITIES | 02026 23 |
| *SETTING | INDEPENDENT COLLEGE | 02026 10 |
| *MATERIALS | BLANK | 02026 5 |
| *LEVEL | ALL GRADES | 02026 8 |
| *GENERAL | SPECIALIST | 02026 7 |
| *HOURS | 15 | 02026 6 |
| *EVALUATION | THE EVALUATION WILL BE THE ACTUAL PRODUCTION OF A | 02026 30 |
| | SIMULATION, CASE STUDY, SURVEY, COLLECTION OF READINGS | 02026 31 |
| | AND UNIT SUITABLE FOR CLASSROOM USE. | 02026 32 |
| *FILE | CREATIVITY TEACHING TECHNIQUES NEW APPROACHES | 02026 9 |

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| *OBJECTIVES | TO PROVIDE AN OPPORTUNITY FOR THE STUDENT TO CLASSROOM | 02027 17 |
| | TEST THE ITEMS HE HAS CREATED IN DISTINCTLY DIFFERENT | 02027 18 |
| | TYPE SCHOOLS I.E. RURAL, SUBURBAN, INNER-CITY, BI-LINGUAL | 02027 19 |
| | + SPECIAL EDUCATION. | 02027 20 |
| *PREREQUISITE | MODULE = 2026 | 02027 21 |
| *EXPERIENCE | FOR EACH OF THE INSTANCES IN THE PRECEDING MODULE, ≥2026+ | 02027 11 |
| | THE STUDENT WILL FIELD TEST HIS PRODUCT IN A CLASS IN TWO | 02027 12 |
| | DISTINCTLY DIFFERENT TYPE SCHOOLS, ≥RURAL, SUBURBAN, | 02027 13 |
| | BI-LINGUAL, OR SPECIAL EDUCATION+ AND AT A MINIMUM OF TWO | 02027 14 |
| | LEVELS I.E. KINDERGARTEN AND GRADE 4 , GRADE 3 + GRADE 6. | 02027 15 |
| | ONE FIELD TEST WILL BE VIDEO-TAPED. | 02027 16 |
| *SETTING | OTHER ≥SPECIFY+ WITH AN ELEM. CLASS | 02027 10 |
| *MATERIALS | VIDEO TAPE MACHINE | 02027 5 |
| *LEVEL | ALL GRADES | 02027 8 |
| *GENERAL | SPECIALIST | 02027 7 |
| *HOURS | 5 | 02027 6 |
| *EVALUATION | SUCCESSFUL TEACHING OF THE PRODUCED ITEMS IN CLASSROOMS | 02027 22 |
| | AS JUDGED BY THE COLLEGE SUPERVISOR | 02027 23 |
| *FILE | CREATIVITY TEACHING TECHNIQUE NEW APPROACHES | 02027 9 |

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| *OBJECTIVES | CRITICALLY EVALUATE THE CLASSROOM EXPERIENCES AND COLLEGE | 02028 15 |
| | SUPERVISOR REACTION WITH THE DESIRED OUTCOME THE STUDENT | 02028 16 |
| | PERSONALLY HELD FOR HIS PRODUCTS. | 02028 17 |
| *PREREQUISITE | MODULE 2027 | 02028 18 |
| *EXPERIENCE | UPON COMPLETION OF THE FIELD TEST THE STUDENT UNDER THE | 02028 11 |
| GUIDANCE OF A | COLLEGE SUPERVISOR WILL EVALUATE + RESTRUCTURE HIS | 02028 12 |
| | PRODUCT, THE VIDEO TAPING OF THE FIELD TEST EXPERIENCE | 02028 13 |
| | MAY BE USED FOR THIS INDIVIDUAL EVALUATION. | 02028 14 |
| *SETTING | INDEPENDENT COLLEGE | 02028 10 |
| *MATERIALS | BLANK | 02028 5 |
| *LEVEL | ALL GRADES | 02028 8 |
| *GENERAL | SPECIALIST | 02028 7 |
| *HOURS | 5 | 02028 6 |
| *EVALUATION | THE STUDENT SHOULD BE ABLE TO PRODUCE ORALLY AND IN | 02028 19 |
| | WRITING REACTIONS, EVALJATION AND RECONSTRUCTION OF THE | 02028 20 |
| | PRODUCTS. | 02028 21 |
| *FILE | CREATIVITY TEACHING TECHNIQUES NEW APPROACHES | 02028 9 |

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| *OBJECTIVES | GREATER EXPOSURE TO AND EXPERIENCE IN OBSERVING + | 02029 23 |
| | EVALUATING TEACHING TECHNIQUES, CONTENT OF THE SOCIAL | 02029 24 |
| | STUDIES IN THE ELEMENTARY SCHOOL AND GRADE PLACEMENT. | 02029 25 |
| *PREREQUISITE | PRECEDING MODULES 2026, 2027, 2028. | 02029 26 |
| *EXPERIENCE | AS A GROUP, CRITICALLY VIEW THE VIDEO-TAPES ≥MODULE 2027+ | 02029 11 |
| | MADE OF STUDENTS TEACHING THEIR PRODUCTS, COMPARE AND | 02029 12 |
| | CONTRAST THE TEACHING TECHNIQUES UTILIZED, CONTENT | 02029 13 |
| | GENERALIZATIONS, CONCEPTS TAUGHT AND GRADE PLACEMENT WITH | 02029 14 |
| | THESE FACTORS AS THEY OPERATED WHEN THE COLLEGE STUDENTS | 02029 15 |

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| | WERE IN ELEMENTARY SCHOOL. IN OTHER WORDS, HOW GREAT IS | 02029 16 |
| | THE DIFFERENCE BETWEEN HOW THEY TAUGHT THEIR FIELD TEST | 02029 17 |
| | UNIT AND THE WAY IN WHICH THEY WERE TAUGHT. DRAW | 02029 18 |
| | GENERALIZATIONS ABOUT DESIRABLE TEACHING. POINT OUT THAT | 02029 19 |
| | THE TECHNIQUE OF GENERALIZING IS BEING UTILIZED. REFLECT | 02029 20 |
| | ON THE ADVANTAGES + DISADVANTAGES OF THIS TECHNIQUE | 02029 21 |
| | CONSIDERING THE NATURE OF AREA UNDER STUDY. | 02029 22 |
| | | 02029 10 |
| *SETTING | BLANK | 02029 5 |
| *MATERIALS | MACHINE TO PLAY VIDEO-TAPES. | 02029 8 |
| *LEVEL | ALL GRADES | 02029 7 |
| *GENERAL | SPECIALIST | 02029 6 |
| *HOURS | 20 | 02029 27 |
| *EVALUATION | THE INDIVIDUAL SHOULD BE ABLE TO ARTICULATE ORALLY AND IN | 02029 28 |
| | WRITING MORE SOPHISTICATED AND SPECIFIC IDEAS OF WHAT | 02029 29 |
| | CREATIVE TEACHING IS. | 02029 9 |
| *FILE | CREATIVITY TEACHING TECHNIQUE AUDIO-VISUAL | |

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| *OBJECTIVES | 1. ORIENT STUDENTS TO COURSE. 2. MAKE STUDENTS AWARE OF | 02030 26 |
| | BASIC INSTRUCTIONAL DECISIONS AS LISTED ABOVE. 3. ORIENT | 02030 27 |
| | STUDENTS TO MODULE 2031 ON SOCIAL STUDIES OBJECTIVES. | 02030 28 |
| *PREREQUISITE | IT IS ASSUMED THROUGHOUT (PROFESSIONAL USES OF KNOWLEDGE( | 02030 29 |
| | THAT THE STUDENTS HAVE HAD PREVIOUS SEGMENTS IN THE | 02030 30 |
| | ELEMENTARY INTERNSHIP PROGRAM AND HAVE THEREFORE | 02030 31 |
| | CONSIDERABLE SOPHISTICATION IN THE SOCIAL SCIENCES. | 02030 32 |
| *EXPERIENCE | MODULE I: SOCIAL STUDIES OBJECTIVES ≥CLASS DISCUSSION | 02030 11 |
| | EMPLOYING (DISCOVERY( METHOD+ INSTRUCTOR AND STUDENTS | 02030 12 |
| | WOULD (DISCOVER( BASIC INSTRUCTIONAL DECISIONS TO BE MADE | 02030 13 |
| | BY THE SOCIAL STUDIES TEACHER, TO WIT: ≥1+ DETERMINING | 02030 14 |
| | OBJECTIVES; ≥2+ SELECTING CONTENT, ≥3+ DEVISING A | 02030 15 |
| | TEACHING STRATEGY AND ≥4+ A MEANS OF EVALUATION OF THE | 02030 16 |
| | EFFECTIVENESS OF THE TEACHING-LEARNING PROCESS. IT SHOULD | 02030 17 |
| | THEN BE CAREFULLY EXPLAINED TO STUDENTS THAT THE COURSE | 02030 18 |
| | ENTITLED (PROFESSIONAL USES OF KNOWLEDGE( WILL REVOLVE | 02030 19 |
| | AROUND THOSE BASIC INSTRUCTIONAL DECISIONS. ORIENTATION | 02030 20 |
| | TO MODULE II, ZOOMING IN ON THE PROBLEM OF OBJECTIVES, | 02030 21 |
| | MIGHT OCCUR AT THIS POINT. STUDENTS SHOULD BE ASKED TO | 02030 22 |
| | THINK ABOUT, AND BE PREPARED TO ARTICULATE, THOSE FACTORS | 02030 23 |
| | WHICH IN THEIR JUDGMENT ARE THE SOURCES OF SOCIAL STUDIES | 02030 24 |
| | OBJECTIVES. | 02030 25 |
| | | 02030 10 |
| *SETTING | OTHER ≥SPECIFY+ 25 OR SO | 02030 5 |
| *MATERIALS | NONE | 02030 8 |
| *LEVEL | ALL GRADES | 02030 7 |
| *GENERAL | GENERALIST | 02030 6 |
| *HOURS | 1 | 02030 33 |
| *EVALUATION | EVALUATION IS PREMATURE AT THIS POINT. | 02030 9 |
| *FILE | INSTRUCTION SOCIAL-STUDIES OBJECTIVES | |

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| *OBJECTIVES | GETTING STUDENTS TO PERCEIVE THE THREE DIMENSIONS OF | 02031 33 |
| | SOCIAL OBJECTIVES. | 02031 34 |
| | | 02031 35 |
| *PREREQUISITE | MODULE 2030 | 02031 11 |
| *EXPERIENCE | MODULE II: SOCIAL STUDIES OBJECTIVES ≥CLASS DISCUSSION | 02031 12 |
| | EMPLOYING (DISCOVERY( TECHNIQUE+ STUDENTS WOULD AGAIN BE | 02031 13 |
| | REMINDED OF THE BASIC STRUCTURE OF THE COURSE AROUND THE | 02031 14 |
| | FOUR INSTRUCTIONAL DECISIONS IN MODULE 2030. INSTRUCTOR | 02031 15 |
| | WOULD THEN ASK STUDENTS TO ARTICULATE THEIR JUDGMENT ON | 02031 16 |
| | WHAT WERE THE SALIENT WELLSPRINGS OF SOCIAL STUDIES | 02031 17 |
| | OBJECTIVES--AND WITHOUT EXCESSIVE DIFFICULTY THE GROUP | 02031 18 |
| | MIGHT FOCUS ON THE FOLLOWING. IT IS HOPED THAT THERE | 02031 19 |
| | WOULD BE CONSIDERABLE EXPLANATION AND DISCUSSION OF THE | |

| | | | |
|---|---|---|---|
| | PRECISE MEANING OF EACH. THE THREE [DIMENSIONS[ OF SOCIAL | 02031 | 20 |
| | STUDIES OBJECTIVES SEEM TO BE: ≥1↑ A [SOCIAL[ DIMENSION-- | 02031 | 21 |
| | INVOLVING THE SOCIALIZATION OF THE INDIVIDUAL OR ALL THAT | 02031 | 22 |
| | IS IMPLIED IN THE NOTION OF CITIZENSHIP↓ ≥2↑ THE [HUMAN[ | 02031 | 23 |
| | DIMENSION OR ALL THAT IS IMPLIED IN THE NOTION OF SELF- | 02031 | 24 |
| | ACTUALIZATION AND/OR SELF-CONCEPT↓ AND ≥3↑ THE | 02031 | 25 |
| | INTELLECTUAL DIMENSION. ALL THREE SUCH CONSIDERATIONS | 02031 | 26 |
| | INFLUENCE THE CHOICE OF SOCIAL STUDIES OBJECTIVES--THE | 02031 | 27 |
| | FIRST IN AN OBVIOUS MANNER, THE SECOND BY SUCH CLAMORS AS | 02031 | 28 |
| | THAT OF TEACHING NEGRO HISTORY TO PROMOTE THE | 02031 | 29 |
| | PSYCHOLOGICAL HEALTH OF BLACK CHILDREN, AND THE THIRD IN | 02031 | 30 |
| | THE PRESSURE FOR CURRICULAR INCLUSION FROM VARIOUS NEWER | 02031 | 31 |
| | BRANCHES OF THE SOCIAL SCIENCES. | 02031 | 32 |
| *SETTING | OTHER ≥SPECIFY↑ 25 | 02031 | 10 |
| *MATERIALS | NONE | 02031 | 5 |
| *LEVEL | ALL GRADES | 02031 | 8 |
| *GENERAL | GENERALIST | 02031 | 7 |
| *HOURS | 1 1/2 | 02031 | 6 |
| *EVALUATION | TO WHAT EXTENT TO STUDENTS PERCEIVE THE THREE DIMENSIONS | 02031 | 36 |
| | OF SOCIAL STUDIES OBJECTIVES, AND HOW DEEPLY DO THEY | 02031 | 37 |
| | PERCEIVE THE ROLE OF EACH IN DETERMINING INSTRUCTIONAL | 02031 | 38 |
| | GOALS. | 02031 | 39 |
| *FILE | SOCIAL STUDIES OBJECTIVES AFFECTIVE DIMENSIONS | 02031 | 9 |
| | INTELLECTUAL | 02031 | |

| | | | |
|---|---|---|---|
| *OBJECTIVES | MAKE STUDENTS AWARE OF THREE DIMENSIONS TO PROBLEM OF | 02032 | 34 |
| | OBJECTIVES--SOCIAL, PSYCHOLOGICAL, AND INTELLECTUAL. 2. | 02032 | 35 |
| | ORIENTATION TO FIRST CLINICAL EXPERIENCE. | 02032 | 36 |
| *PREREQUISITE, | PREVIOUS MODULES | 02032 | 37 |
| *EXPERIENCE | MODULE III: SOCIAL STUDIES OBJECTIVES: ≥CLASS DISCUSSION | 02032 | 11 |
| | AND ORIENTATION TO FIRST CONTACT WITH CLINIC GROUP↑ A | 02032 | 12 |
| | BASIC DECISION ON SOCIAL STUDIES OBJECTIVES--A DECISION | 02032 | 13 |
| | OFTEN MADE UNCONSCIOUSLY--IS THAT OF STRIKING A BALANCE | 02032 | 14 |
| | BETWEEN THE THREE DIMENSIONS OF SOCIAL STUDIES OBJECTIVES | 02032 | 15 |
| | --SOCIAL, PSYCHOLOGICAL, AND INTELLECTUAL. AT DIFFERENT | 02032 | 16 |
| | GRADE LEVELS AND AT DIFFERENT TIMES, AND IN DEALING WITH | 02032 | 17 |
| | VARIOUS SOCIO-ECONOMIC GROUPS, ONE OR MORE OF THESE | 02032 | 18 |
| | DIMENSION MAY RECEIVE PRIORITY. THUS, IN DEALING WITH A | 02032 | 19 |
| | GROUP OF GHETTO CHILDREN, A TEACHER MAY DECIDE TO HELP | 02032 | 20 |
| | IMPROVE THE CHILDRENSS SELF CONCEPT BY SELECTING | 02032 | 21 |
| | APPROPRIATE LEARNING EXPERIENCES. AND TEACHERS HAVE | 02032 | 22 |
| | CONSIDERABLE LEEWAY IN PLACING STRESS ON CERTAIN | 02032 | 23 |
| | OBJECTIVES NO MATTER HOW CAREFULLY STRUCTURED THE | 02032 | 24 |
| | SITUATION. STUDENTS WILL DISCUSS THIS PROBLEM AND THEIR | 02032 | 25 |
| | OWN IDEAS CONCERNING IT AFTER A CLINICAL OBSERVATION OF A | 02032 | 26 |
| | TEACHER OF SOCIAL STUDIES IN ACTION IN AN ELEMENTARY | 02032 | 27 |
| | SCHOOL. THEY SHOULD BE ASKED TO THINK CAREFULLY ABOUT | 02032 | 28 |
| | WHAT THE TEACHERSS OBJECTIVES APPARENTLY WERE, AND OF HOW | 02032 | 29 |
| | THE TEACHER IN QUESTION SEEMS TO BE RESOLVING THIS BASIC | 02032 | 30 |
| | PROBLEM. THE GROUP OF CHILDREN THEY VISIT IN THIS INITIAL | 02032 | 31 |
| | ENCOUNTER WILL BE THE SAME GROUP THEY WILL OBSERVE ON | 02032 | 32 |
| | OTHER OCCASIONS THROUGHOUT THIS SEQUENCE OF MODULES. | 02032 | 33 |
| *SETTING | OTHER ≥SPECIFY↑ 25 STUDENTS COLLEGE | 02032 | 10 |
| *MATERIALS | NONE | 02032 | 5 |
| *LEVEL | ALL GRADES | 02032 | 8 |
| *GENERAL | GENERALIST | 02032 | 7 |
| *HOURS | 1 | 02032 | 6 |
| *EVALUATION | TO WHAT DEGREE DO THEY PERCEIVE THE NATURE OF EACH | 02032 | 38 |
| | DIMENSION OF THE PROBLEM OF OBJECTIVES--SOCIAL, | 02032 | 39 |
| | INTELLECTUAL, AND PSYCHOLOGICAL. | 02032 | 40 |

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*FILE          OBJECTIVES  CLINICAL                                          02032  9

*OBJECTIVES    EXPERIENCE IN OBSERVING AND APPRAISING VITAL CLASSROOM     02033 22
               PROCESSES.  2. EXPERIENCE IN ARTICULATING ≥IN THEIR        02033 23
               REPORTS≤ THE ESSENCE OF THEIR OBSERVATIONS.  3. TRAINING   02033 24
               IN ARTICULATING SOCIAL STUDIES OBJECTIVES.                 02033 25
*PREREQUISITE  PREVIOUS MODULES                                           02033 26
*EXPERIENCE    MODULE IV: SOCIAL STUDIES OBJECTIVES ≥CLINICAL EXPERIENCE  02033 11
               --OBSERVE CLASSES≤  STUDENTS WILL MAKE EXTENDED            02033 12
               OBSERVATION OF ELEMENTARY SOCIAL STUDIES CLASSES AT        02033 13
               VARIOUS GRADE LEVELS AND SOCIO-ECONOMIC SETTINGS.  THEY    02033 14
               WILL BE ASKED TO NOTE HOW A BALANCE WAS STRUCK BETWEEN THE 02033 15
               THREE DIMENSIONS OF SOCIAL STUDIES OBJECTIVES--SOCIAL,     02033 16
               PSYCHOLOGICAL, AND INTELLECTUAL.  THEY SHOULD BE ASKED TO  02033 17
               CLASSIFY THE SKILLS AND/OR COMPETENCIES OR CONCEPTS BEING  02033 18
               TAUGHT THE CHILDREN AND TO CLASSIFY THEM AS ABOVE.  THEY   02033 19
               SHOULD ALSO PREPARE A WRITTEN REPORT OF THEIR CLINICAL     02033 20
               OBSERVATION.                                               02033 21
*SETTING       INDEPENDENT  COLLEGE                                       02033 10
*MATERIAL      NONE                                                       02033  5
*LEVEL         ALL GRADES                                                 02033  8
*GENERAL       GENERALIST                                                 02033  7
*HOURS         3                                                          02033  6
*EVALUATION    HOW PERCEPTIVELY DOES STUDENT OBSERVE THE ≥VITALS≤ OF      02033 27
               CLASSROOM DYNAMICS^^^                                      02033 28
*FILE          CLASSROOM PROCESSES  ARTICULATING OBSERVATIONS  SOCIAL     02033  9
               STUDY OBJECTIVES                                           02033

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*OBJECTIVES    1.  TO REINFORCE THE NOTION OF ≥CHOICE≤--THAT TEACHERS     02034 32
               MUST MAKE CRITICAL DESCISIONS ON MATTERS OF OBJECTIVE.  2.  02034 33
               TO GET STUDENTS TO ARTICULATE ON THEVARIOUS RATIONALES FOR  02034 34
               CHOICE AMONG SOCIAL STUDIES OBJECTIVES.  3. TO GET THE     02034 35
               STUDENTS TO BEGIN THE PROCESS OF ARTICULATING THEIR OWN    02034 36
               NOTIONS ABOUT SOCIAL STUDIES OBJECTIVES.                   02034 37
*PREREQUISITE  PREVIOUS MODULES                                           02034 38
*EXPERIENCE    SOCIAL STUDIES OBJECTIVES ≥CLASS DISCUSSION≤ STUDENTS      02034 11
               SHOULD BE ASKED TO SUM UP THE ESSENCE OF THEIR FINDINGS--  02034 12
               HOW THE TEACHERS THEY OBSERVED STRUCK A BALANCE BETWEEN THE02034 13
               THREE DIMENSIONS OF SOCIAL STUDIES OBJECTIVES DISCUSSED    02034 14
               ABOVE IN TERMS OF ≥1≤ THE INTELLECTUAL CLIMATE AS          02034 15
               EXPRESSED IN TEACHING STRATEGY AND CHOICE OF INSTRUCTIONAL 02034 16
               OBJECTIVES≤ AND ≥2≤ THE EMOTIONAL CLIMATE--THE TEACHERSS   02034 17
               APPARENT SENSITIVITY TO THE EMOTIONAL NEEDS OF EACH CHILL. 02034 18
               AND THE TEACHERSS AWARENESS OF THE NOTION OF               02034 19
               ≥SELF-ACTUALIZATION.≤  STUDENTS SHOULD BE ASKED TO         02034 20
               HYPOTHESIZE ON EACH TEACHERSS PARTICULAR GROUND FOR CHOICE  02034 21
               AMONG THE CLUSTER OF AVAILABLE CONCEPTS, ETC.  STUDENTS    02034 22
               SHOULD ALSO DISCUSS WHEATHER THEY AGREE WITH THE CHOICES   02034 23
               MADE ON THE BASIS OF THEIR LIMITED OBSERVATIONS.  ≥THE     02034 24
               SOCIAL DIMENSION:≤ STUDENTS SHOULD BE ASKED TO THINK ABOUT  02034 25
               WHAT CONSTITUTES THE SOCIAL DIMENSION--THE NOTION OF GOOD  02034 26
               CITIZENSHIP, OR PATRIOTISM, OR BEING COMMITTED TO          02034 27
               RESPONSIBLE PUBLIC POLICY.  THEY SHOULD BE ASKED TO        02034 28
               FORMULATE BROAD OBJECTIVES IN THIS AREA THEY WOULD         02034 29
               CONSIDER APPROPRIATE FOR THE CHILDREN THEY OBSERVED IN THE 02034 30
               OBSERVATION IN MODULE IV.                                  02034 31
*SETTING       OTHER ≥SPECIFY≤ 25 COLLEGE                                 02034 10
*MATERIALS     BLANK                                                      02034  5
*LEVEL         ALL GRADES                                                 02034  8
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*GENERAL      GENERALIST                                                    02034  7
*HOURS        1 1/2                                                         02034  6
*EVALUATION   DO STUDENTS UNDERSTAND THE NEED FOR CHOICE^  ARE THEY ABLE    02034 39
              TO GIVE SOUND REASONS FOR VARIOUS KINDS OF CHOICES THEY       02034 40
              OBSERVE IN ACTION ≥WHETHER OR NOT THEY AGREE WITH THE         02034 41
              CHOICE†^  ARE THEY ABLE TO FORMULATE ≥AT LEAST TENTATIVELY    02034 42
              THEIR OWN BASIS OF CHOICE^                                    02034 43
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*OBJECTIVES   1. DOES THE STUDENTS PERCEIVE THE CONFLICT BETWEEN            02035 28
              SOCIETY≤S NEED TO SOCIALIZE THE INDIVIDUAL AND THE            02035 29
              INDIVIDUAL≤S NEED FOR SELF ACTUAL ACTUALIZATION^  2. DOES     02035 30
              THE STUDENT PERCEIVE THE COMPLEXITIES INHERENT IN THE         02035 31
              NOTION OF GOOD CITIZENSHIP, PATRIOTISM, ETC.^  DOES THE       02035 32
              STUDENT SEE THE LARGE AFFECTIVE AND COGNITIVE OBJECTIVES      02035 33
              IN THE SOCIAL DIMENSION^                                      02035 34
                                                                            02035 35
*PREREQUISITE PREVIOUS MODULES                                              02035 11
*EXPERIENCE   A FINE CONCEPT AT THIS POINT WHICH MAY EMERGE FROM THIS       02035 12
              DISCUSSION OF THE [SOCIAL DIMENSION] OF SOCIAL STUDIES        02035 13
              OBJECTIVES--HOPEFULLY BY DISCOVERY--IS THE EXISTENCE OF A     02035 14
              LARGE [AFFECTIVE] DOMAIN.  WE ARE INDEED TRYING TO CHANGE     02035 15
              AND INFLUENCE ATTITUDES IN ONE WAY OR ANOTHER AND MIGHT       02035 16
              JUST AS WELL HONESTLY FACE THAT FACT.  A SECOND CONCEPT IS    02035 17
              IS THAT THE [SOCIAL DIMENSION] ALSO INCLUDES A WHOLE HOST     02035 18
              OF COGNITIVE OBJECTIVES--THE TECHNICAL COMPETENCE             02035 19
              NECESSARY TO SURVIVE AND FUNCTION IN A SOCIAL ORGANISM.       02035 20
              THIRD, THAT IN OUR TIME ANY NOTION OF [GOOD CITIZENSHIP]      02035 21
              OUGHT TO TAKE ACCOUNT OF THE INDIVIDUAL≤S NEED FOR SELF       02035 22
              ACTUALIZATION ≥A GLARING PROBLEM LIKE THAT OF RACIAL          02035 23
              TENSION IS RELEVANT HERE†≥ WHICH MAY CONFLICT WITH THE        02035 24
              TRADITIONAL NOTION OF THE NEED TO INCULCATE A COMMITMENT      02035 25
              TO THE STATUS QUO.  GOOD CITIZENSHIP MIGHT NOW CONSIST OF     02035 26
              MERELY BEING A MAN OF GOOD WILL OR OF BEING COMMITTED TO      02035 27
              RESPONSIBLE PUBLIC POLICY.                                    02035 10
*SETTING      OTHER ≥SPECIFY† 25  COLLEGE                                   02035  5
*MATERIALS    NONE                                                          02035  8
*LEVEL        ALL GRADES                                                    02035  7
*GENERAL      GENERALIST                                                    02035  6
*HOURS        2                                                             02035 36
*EVALUATION   EVALUATION WILL ASCERTAIN IF STUDENT HAS COMPETENCIES         02035 37
              LISTED IN [OBJECTIVES.]                                       02035  9
*FILE         OBJECTIVES  SELF ACTUALIZATION  SOCIAL DIMENSION
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*OBJECTIVES   SENITIZE STUDENTS TO ISSUES OF DISAGREEMENT BETWEEN MEN.      02036 38
                                                                            02036 39
*PREREQUISITE ALL PREVIOUS MODULES.                                         02036 11
*EXPERIENCE   SOCIAL STUDIES OBJECTIVES: THE SOCIAL DIMENSION ≥CLASS        02036 12
              DISCUSSION, EMPLOYING A [PROBLEMS] OR [DISCOVERY] APPROACH    02036 13
              SINCE THERE IS LITTLE AGREEMENT ≥IN OUR TIME OF               02036 14
              IDEOLOGICAL DISCORD AND RACIAL TENSION† OF WHAT               02036 15
              CONSTITUTES [GOOD CITIZENSHIP,] AND INDEED OF THE WEIGHT      02036 16
              THAT SUCH A PRESCRIPTIVE NOTION OUGHT TO HAVE IN SOCIAL       02036 17
              STUDIES EDUCATION, A PROBLEMS[ APPROACH SEEMS WARRANTED.      02036 18
              NO ANSWER CAN BE GIVEN. IT IS HOPED ONLY THAT THE STUDENT     02036 19
              WILL REGARD THIS ISSUE HONESTLY AND COMPETENTLY.  THIS IS     02036 20
              POTENTIALLY EXPLOSIVE ISSUE.  THE PROBLEM MAY BE POSED IN     02036 21
              SEVERAL WAYS.  THE CRUX OF THE PROBLEM INVOLVES DEFINING      02036 22
              GOOD CITIZENSHIP AND THE DEGREE TO WHICH THE SOCIAL STUDIES   02036 23
              OUGHT TO BE COMMITTED TO THIS NOTION.  THIS SORT OF           02036 24
              QUESTION MAY BE POSED: [ DOES GOOD CITIZENSHIP MEAN           02036 25
              AVAILING ONES≤ SELF OF ORDERLY PROCESSES TO ALLEVIATE WHAT
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|---|---|---|---|
| | ONE DEEMS AS ILLS OF SOCIETY^[ (UNDER WHAT, IF ANY, | 02036 | 26 |
| | CIRCUMSTANCES HAS ONE THE RIGHT TO EMPLOY EXTRA-SYSTEMIC | 02036 | 27 |
| | MEANS OF RIGHTING WHAT ONE REGARDS AS WRONG^[ THE AIM | 02036 | 28 |
| | HERE IS NOT TO ANSWER SUCHA QUESTION, BUT TO SENSITIZE | 02036 | 29 |
| | THEM TO THE FACT THAT THIS AN ISSUE ON WHICH GOOD AND | 02036 | 30 |
| | HONEST MEN MAY DISAGREE--AND ONE WHICH IS PREGNANT WITH | 02036 | 31 |
| | MEANING FOR SOCIAL STUDIES EDUCATION. THE PROBLEM OF | 02036 | 32 |
| | [PATRIOTISM] WOULD BE ANOTHER WAY OF APPROACHING THE | 02036 | 33 |
| | PROBLEM--SINCE IT IS A COMMON PRACTICE, IN ONE WAY OR | 02036 | 34 |
| | ANOTHER, TO SECURE AN EMOTIONAL COMMITMENT ON THE PART OF | 02036 | 36 |
| | YOUNG CHILDREN TO VARIOUS NATIONAL SYMBOLS. ≥CONTINUED* | 02036 | 37 |
| *SETTING | OTHER ≥SPECIFY* 2 COLLEGE | 02036 | 10 |
| *MATERIALS | BLANK | 02036 | 5 |
| *LEVEL | ALL GRADES | 02036 | 8 |
| *GENERAL | GENERALIST | 02036 | 7 |
| *HOURS | 2 | 02036 | 6 |
| *EVALUATION | DOES STUDENT HAVE THE ABILITY TO IDENTIFY 10 COMPONENTS | 02036 | 40 |
| | OF GOOD CITIZENSHIP. | 02036 | 41 |
| *FILE | COMMITMENT OBJECTIVES SOCIAL ISSUES | 02036 | 9 |

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|---|---|---|---|
| *OBJECTIVES | 1. GET STUDENTS TO UNDERSTAND THE NOTION OF SELF | 02037 | 33 |
| | ACTUALIZATION. 2. GET STUDENTS TO SEE THAT DEMOCRATIC | 02037 | 34 |
| | PRACTICES BY THE TEACHER BEAR NOT ONLY ON THE STUDENTS | 02037 | 35 |
| | ACQUIRING DEMOCRATIC NOTIONS, BUT ALSO ON EACH CHILDSS | 02037 | 36 |
| | SELF CONCEPT. | 02037 | 37 |
| *PREREQUISITE | PREVIOUS MODULES. | 02037 | 38 |
| *EXPERIENCE | MODULE VII: SOCIAL STUDIES OBJECTIVES: THE PSYCHOLOGICAL | 02037 | 11 |
| | DOMAIN ≥SELF-ACTUALIZATION* ≥CLASS DISCUSSION AND POSSIBLE | 02037 | 12 |
| | RESOURCE PERSON, HERE THE NOTION OF [SELF-ACTUALIZATION] | 02037 | 13 |
| | AND OR THE NOTIONS OF HUMANISTIC PSYCHOLOGY FROM WHICH | 02037 | 14 |
| | IS DRAWN MAY BE INTRODUCED BY RELEVANT MEANS. A | 02037 | 15 |
| | CONVENIENT FOIL WOULD BE THE EXAMINATION OF CERTAIN ASPECT | 02037 | 16 |
| | OF THE RACIAL PROBLEM IN THE UNITED STATES--ON THE DEMAND, | 02037 | 17 |
| | FOR EXAMPLE, FOR TEACHING [BLACK HISTORY] IN ORDER TO | 02037 | 18 |
| | THE SELF-CONCEPT OF NEGRO CHILDREN. POSSIBLY IT WOULD BE | 02037 | 19 |
| | USEFUL TO HAVE A [BACK EXPONENT OF THIS VIEW ACT AS A | 02037 | 20 |
| | RESOURCE PERSON. THE NOTION TO BE GOTTEN ACROSS HERE IS | 02037 | 21 |
| | THAT THE CHOICE OF SUBJECT MATTER CONCEPTS DOES INDEED | 02037 | 22 |
| | BEAR ON THE SELF CONCEPTS AND IDENTITY OF CHILDREN. IN | 02037 | 23 |
| | ADDITION, IT WOULD BE USEFULL TO EXPLORE THE PROBLEM OF | 02037 | 24 |
| | HOW WHAT MIGHT BE CALLED THE [EMOTIONAL] CLIMATE IN A | 02037 | 25 |
| | CLASSROOM AFFECTS THE SELF CONCEPT OF CHILDREN--A | 02037 | 26 |
| | TEACHERSS CIMMITMENT TO COMPLETE PARTICIPATION, AND HIS | 02037 | 27 |
| | VALUING EACH CHILD FOR HIS OWN SAKE REGARDLESS OF HIS | 02037 | 28 |
| | INTELLECTUAL ENDOWMENTS OR PHYSICAL ATTRIBUTES, DOES | 02037 | 29 |
| | INDEED BEAR ON THE CHILDRENSS SELF CONCEPTS. THIS MATTER | 02037 | 30 |
| | IS RELEVANT IN DEVISING TEACHING STRATEGIES ≥SEE LATER | 02037 | 31 |
| | MODULES*. | 02037 | 32 |
| *SETTING | OTHER ≥SPECIFY* 25 COLLEGE | 02037 | 10 |
| *MATERIALS | NONE | 02037 | 5 |
| *LEVEL | ALL GRADES | 02037 | 8 |
| *GENERAL | GENERALIST | 02037 | 7 |
| *HOURS | 2 | 02037 | 6 |
| *EVALUATION | DO STUDENTS UNDERSTAND NOTION OF SELF-ACTUALIZATION^ DO | 02037 | 39 |
| | THEY RECOGNIZE HOW CHOICE OF SUBJECT MATTER CONCEPTS AND | 02037 | 40 |
| | CLASSROOM PRACTICES BEAR ON EACH CHILDSS SELF CONCEPT^ | 02037 | 41 |
| *FILE | SELF ACTUALIZATIONS RACIAL PROBLEM OBJECTIVES | 02037 | 9 |

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|---|---|---|---|
| *OBJECTIVES | 1. UNDERSTAND NOTION OF [READINESS.] 2. PROMOTE ABILITY | 002038 | 30 |

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|---|---|---|---|
| | TO CAPITALIZE ON PREVAILING LEVEL OF READINESS BY | 02038 | 31 |
| | SUGGESTING CREATIVE AVENUES FOR FUTHER INTELLECTUAL | 02038 | 32 |
| | GROWTH. | 02038 | 33 |
| *PREREQUISITE | BLANK | 02038 | 34 |
| *EXPERIENCE | MODULE VIII: SOCIAL STUDIES OBJECTIVES: THE INTELLECTUAL | 02038 | 11 |
| | DIMENSION ≥CLASS DISCUSSION AND ORIENTATION TO CLINICAL | 02038 | 12 |
| | EXPERIENCE↑ HERE THE STUDENTS WILL BE INTRODUCED TO THE | 02038 | 13 |
| | NOTION OF [READINESS↑--THAT SOCIAL STUDIES CONCEPTS MUST | 02038 | 14 |
| | BE CONGRUENT WITH THE ABILITY OF A CHILD TO GRASP THEM AT | 02038 | 15 |
| | CERTAIN AGES. HERE THE STUDENTS WILL NEED SOME TECHNICAL | 02038 | 16 |
| | INFORMATION ON GENERAL RESEARCH AND OTHER EMPIRICAL | 02038 | 17 |
| | FINDINGS ON WHAT KINDS OF CONCEPTS CHILDREN ARE [READY[ | 02038 | 18 |
| | FOR AT CERTAIN AGES, AND OF THE WIDE RANGE OF INDIVIDUAL | 02038 | 19 |
| | DIFFERENCES WHICH EXIST, AND OF THE BEARING OF THESE | 02038 | 20 |
| | CONSIDERATIONS ON THE CHOICE OF SOCIAL STUDIES OBJECTIVES. | 02038 | 21 |
| | ORIENATION TO CLINICAL EXPERIENCE: STUDENTS SHOULD RETURN | 02038 | 22 |
| | TO CLINCIAL GROUP AND ASCERTAIN READINESS LEVEL. THEY | 02038 | 23 |
| | SHOULD BE ASKED TO GENERALIZE ABOUT THE KINDS OF CONCEPTS | 02038 | 24 |
| | CHILDREN SEEM ABLE TO HANDLE, AND TO THINK OF WAYS IN | 02038 | 25 |
| | WHICH THEY WOULD PROMOTE FURTHER GROWTH. PUT IN ANOTHER | 02038 | 26 |
| | WAY: WHERE ARE THEY NOW^ AND WHERE, ON THE BASIS OF WHAT | 02038 | 27 |
| | YOU OBSERVED, WOULD YOU TAKE THEM IN ORDER TO PROMOTE | 02038 | 28 |
| | FURTHER GROWTH, ETC.^ | 02038 | 29 |
| *SETTING | OTHER ≥SPECIFY↑ 25 COLLEGE | 02038 | 10 |
| *MATERIALS | NONE | 02038 | 5 |
| *LEVEL | ALL GRADES | 02038 | 8 |
| *GENERAL | GENERALIST | 02038 | 7 |
| *HOURS | 1 | 02038 | 6 |
| *EVALUATION | 1. DOES STUDENT UNDERSTAND LEVEL OF READINESS OF A GIVEN | 02038 | 35 |
| | GROUP OF CHILDREN^ 2. DOES HE HAVE A RECOGNITION OR | 02038 | 36 |
| | PERCEPTION OF GROWTH AND READINESS AS A DYNAMIC OR | 02038 | 37 |
| | CHANGING AND NOT A STATIC, FIXED ENTITY^ | 02038 | 38 |
| *FILE | READINESS CREATIVITY INTEDLECTEAL GROETH. | 02038 | 9 |

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|---|---|---|---|
| *OBJECTIVES | IMPROVE STUDENTSS ABILITY TO PERCEIVE CSILDRENSS LEVELS OF | 02039 | 19 |
| | READINESS. 2. GIVE STUDENTS EXPRIENCE IN FORMULATING | 02039 | 20 |
| | OBJECTIVES WHICH BUILD ON EARLIER ATTAINMENTS AND | 02039 | 21 |
| | CAPITALIZE ON ACCUMJLATED GROWTH. | 02039 | 22 |
| *PREREQUISITE | ALL PREVIOUS MODULES. | 02039 | 23 |
| *EXPERIENCE | SOCIAL STUDIES OBJECTIVES: THE INTELLECTUAL DOMAIN | 02039 | 11 |
| | ≥CLASSROOM OBSERVATION↑ CLINICAL OBSERVATION: STUDENTS | 02039 | 12 |
| | WILL OBSERVE AND PREPARE A WRITTEN REPORT ON THE FELLOWING | 02039 | 13 |
| | TWO PROBLEMS: ≥1↑ WHAT KINDS OF CONCEPTS ARE THE CHILDREN | 02039 | 14 |
| | NOW CAPABLE OF HANDLING^ WHAT VARIATIONS SEEM TO EXIST | 02039 | 15 |
| | AMONG INDIVIDUALS IN THE GROUP^ ≥2↑ HAVING MASTERED THESE. | 02039 | 16 |
| | WHAT WILL THEY BE READY FOR^ PUT ANOTHER WAY, WHATSS THE | 02039 | 17 |
| | NEXT STEP IN THE INTELLECTUAL GROWTH OF THESE CHILDREN^ | 02039 | 18 |
| *SETTING | | 02039 | 10 |
| *MATERIALS | BLANK | 02039 | 5 |
| *LEVEL | ALL GRADES | 02039 | 8 |
| *GENERAL | GENERALIST | 02039 | 7 |
| *HOURS | 3 | 02039 | 6 |
| *EVALUATION | 1. HOW PERCEPTIVE IS STUDENT CONCERNING READINESS LEVEL^ | 02039 | 24 |
| | 2. HOW SOUNDLY DOES HE PROPOSE TO BUILD ON EXISTING LEVEL | 02039 | 25 |
| | OF READINESS^ | 02039 | 26 |
| *FILE | PERCEPTION OF REAINESS OBJECTIVES GROWTH | 02039 | 9 |

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|---|---|---|---|
| *OBJECTIVES | 1. GIVE STUDENTS AN OPPORTUNITY TO TEST VALIDITY OF THEIR | 02040 | 19 |
| | OBSERVATIONS BY COMPARING THEIR JUDGMENTS WITH OTHER | 02040 | 20 |

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|---|---|---|
| | STUDENTS. 2. INTRODUCE STUDENTS TO HABIT OF PHRASING | 02040 21 |
| | OBJECTIVES IN PERCISE BEHACIORAL TERMS. | 02040 22 |
| *PREREQUISITE | ALL PREVIOUS MODULES. | 02040 23 |
| *EXPERIENCE | SOCIAL STUDIES OBJECTIVES: THE INTELLECTUAL DONAIN ≥GROUP | 02040 11 |
| | DYNAMICS AND DISCUSSION↑ STUDENTS SHOULD CONFER IN SMALL | 02040 12 |
| | GROUPS TO EXCHANGE IMPRESSIONS ON ≥1↑ EXISTING LEVELS OF | 02040 13 |
| | READINESS AND ≥2↑ THEIR NOTIONS OF CONCEPTS AND/OR | 02040 14 |
| | ACTIVITIES WHICH WILL BUILD ON THE PREVAILING LEVEL OF | 02040 15 |
| | READINESS AND PROMOTE FURTHER GROWTH. STUDENTS SHOULD BE | 02040 16 |
| | ASKED TO CONSULT WITH EACH OTHER AND PHRASE THEIR NOTIONS | 02040 17 |
| | ON NEW CONCEPTS IN PRECISE BEHAVIORAL TERMS. | 02040 18 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 02040 10 |
| *MATERIALS | BLANK | 02040 5 |
| *LEVEL | ALL GRADES | 02040 8 |
| *GENERAL | GENERALIST | 02040 7 |
| *HOURS | 2 | 02040 6 |
| *EVALUATION | AS IN MODULE 2039 | 02040 24 |
| *FILE | BEHAVIORAL OBJECTIVES OBSERVATIONS GROUP INTERACTION | 02040 9 |

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|---|---|---|
| *OBJECTIVES | GET STUDENTS TO UNDERSTAND THE BROAD ALTENNATIVES IN | 02041 28 |
| | SOCIAL CURRICULUM DESIGN. | 02041 29 |
| *PREREQUISITE | ALL PREVIOUS MODULES. | 02041 30 |
| EXPERIENCE | SELECTING CONTENT: UNDERLYING CONSIDERATIONS. HERE BEGINS | 02041 11 |
| | THE SECOND AREA OF THE COURSE, CORRESPONDING TO THE SECOND | 02041 12 |
| | CRUCIAL DECISION OF THE SOCIAL STUDIES TEACHER--THAT OF | 02041 13 |
| | SELECTING CONTENT SUITABLE TO THE READINESS LEVEL OF THE | 02041 14 |
| | CHILDREN AND CONSONANT WITH OTHER GOALS OF SOCIAL STUDIES | 02041 15 |
| | EDUCATION. IN THIS MODULAR SEQUENCE, STUDENTS WILL STUDY | 02041 16 |
| | VARIOUS ALTERNATIVES, TAKE A LOOK AT THE [NEW SOCIAL | 02041 17 |
| | STUDIES,[ AND DEVISE SOME TEACHING MATERIALS OF THEIR OWN. | 02041 18 |
| | THE FIRST CONSIDERATION IS THAT OF THE READINESS LEVEL OF | 02041 19 |
| | THE CHILDREN, A MATTER TAKEN UP IN MODULES VIII-X. HERE | 02041 20 |
| | THE STUDENTS MAY BE INTRODUCED TO THE CONSIDERATIONS | 02041 21 |
| | UNDERLYING THE TOTAL SOCIAL-STUDIES CURRICULUM IN MANY | 02041 22 |
| | AREAS IN THE UNITED STATES. THE FOLLOWING GENERAL | 02041 23 |
| | APPROACHES ARE EMPLYED ≥OR VARIANTS THEREOF↑D 1. THE | 02041 24 |
| | [SEPARATE SUBJECT] APPROACH 2. THE [INTERDISCIPLINARY] | 02041 25 |
| | APPROACH 3. THE [MULTI-DISCIPLINARY] APPROACH 4. THE | 02041 26 |
| | [PROBLEM] CENTERED APPROACH. | 02041 27 |
| *SETTING | OTHER ≥SPECIFY↑ 25 COLLEGE | 02041 10 |
| *MATERIALS | STUDENTS SHOULD BE ASKED TO MAKE TENTATIVE JUDGMENTS ON | 02041 5 |
| | WHAT SEEM THE SPECIAL STRENGTHS AND/OR LIMITATIONS OF | 02041 |
| | EACH OF THESE APPROACHES. | 02041 |
| *LEVEL | ALL GRADES | 02041 8 |
| *GENERAL | GENERALIST | 02041 7 |
| *HOURS | 2 | 02041 6 |
| *EVALUATION | SO STUDENTS UNDERSTAND EACH OF THE ABOVE STRUCTURAL | 02041 31 |
| | APPROACHES AND THEIR STRENGHTS AND LIMITATIONS. | 02041 32 |
| *FILE | CONTENT SELECTION CURRICULA | 02041 9 |

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| *OBJECTIVES | THE STUDENT IS ABLE TO DESCRIBE THE INFLUENCE OF JEROME | 00078015 |
| | BRUNER ON THE SOCIAL STUDIES REFORM MOVEMENT. | 00078016 |
| *PREREQUISITE | STUDENT SHOULD HAVE READ SEVERAL ARTICLES DEALING WITH THE | 00078017 |
| | NEW SOCIAL STUDIES AS DEFINED BY BRUNER AND HIS ASSOCIATES | 00078018 |
| | WHO DEVELOPED THE A.C.L.S.-E.S.I. SOCIAL STUDIES PROGRAM. | 00078019 |
| *EXPERIENCE | THIS MODULE IS FUNDAMENTAL TO AN UNDERSTANDING OF THE | 00078011 |
| | RATIONAL BEHIND THE SOCIAL STUDIES REFORM MOVEMENT. IT IS | 00078012 |
| | ESSENTIAL THAT THE STUDENT BE AWARE OF BRUNER≠S | 00078013 |
| | CONTRIBUTION TO THIS MOVEMENT. | 00078014 |

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*SETTING        INDEPENDENT, SCHOOL                                          00078010
*MATERIALS      NONE                                                         00078005
*LEVEL          ALL GRADES                                                   00078008
*GENERAL        ALL CANDIDATES                                               00078007
*HOURS          30 MINUTES                                                   00078006
*EVALUATION     THE INSTRUCTOR WILL SEEK TO DETERMINE, BY EXAMING            00078020
                STUDENT≠S WRITTEN WORK, THE EXTEND TO WHICH HE IS            00078021
                CORRVERSANT WITH BRUNER≠S CONCEPTS OF STRUCTIVE OF           00078022
                KNOWLEDGE AND DISCOVERY, AND WHETHER HE CAN CITE INSTANCES   00078023
                WHERE THESE CONCEPTS REACH EXPRESSION IN NEW SOCIAL          00078024
                STUDIES CURRICULA.                                           00078025
*FILE           REFORM MOVEMENT  BRUNER  INDUCTION                           00078009
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*OBJECTIVES     STUDENT≤S ABLE TO DETECT THE STRENGTHS AND WEAKNESSES OF     02042 15
                THE NEW SOCIAL STUDIES PROGRAMS PUBLISHED BY EDUCATIONAL     02042 16
                RESEARCH COUNCIL OF GREATER CLEVELAND CONTRA COSTA COUNTY    02042 17
                ≥CALIFORNIA↑, UNIVERSITY OF MINNESOTA, AND EDUCATIONAL       02042 18
                DEVELOPMENT CORPORATION.                                     02042 19
*PREREQUISITE   STUDENT SHOULD HAVE CAREFULLY EXAMINED THE PROGRAMS LISTED   02042 20
                ABOVE.                                                       02042 21
*EXPERIENCE     THIS MODULE FOCUSES ON THE NEW SOCIAL STUDIES PROGRAMS       02042 11
                DEALING DIRECTLY WITH THE ELEMENTARY GRADES.  WE BELIEVE     02042 12
                THAT STUDENTS SHOULD BECOME AWARE OF THESE PROGRAMS AND      02042 13
                THEIR ADVANTAGES AND DISADVANTAGES.                          02042 14
*SETTING        INDEPENDENT  COLLEGE                                         02042 10
*MATERIALS      COPIES OF THE PROGRAMS LISTED BELOW.                         02042  5
*LEVEL          ALL GRADES                                                   02042  8
*GENERAL        GENERALIST                                                   02042  7
*HOURS          5                                                            02042  6
*EVALUATION     STUDENT WILL BE ASKED TO LIST THE STRENGTHS AND              02042 22
                WEAKNESSES OF THE PROGRAMS LISTED ABOVE.  ≥THEIR APPRAISAL   02042 23
                WILL CENTER ON OBJECTIVES, CONTENT, TEACHING STRATEGIES,      02042 24
                PUPIL AND TEACHER MATERIALS, AND PROVISION FOR               02042 25
                OBJECTIVES.↑  THESE LISTS WILL BE COMPARED WITH THOSE        02042 26
                DEVELOPED BY AUTHORITIES ON SOCIAL STUDIES EDUCATION         02042 27
*FILE           NEW SOCIAL SCIENCE PROGRAM  ANALYSIS OF CURRICULUM           02042  9
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*OBJECTIVES     UNDERSTAND NOTION OF STRUCTURE AND ITS RELATION TO NEW       02045 17
                SOCIAL STUDIES.                                              02045 18
*PREREQUISITE   READING FENTON OR BRUNER AS INDICATED ABOVE                  02045 19
*EXPERIENCE     SELECTING CONTENT: THE NEW SOCIAL STUDIES STUDENTS SHOULD     02045 11
                BE ASKED, AS A PREPARATION FOR THIS MODULE, TO READ          02045 12
                EDWIN H. FENTON, OR JEROME BRUNER, FOR THE NOTION OF         02045 13
                [STRUCTURE[ AND A GENERAL DESCRIPTION OF THE NEW SOCIAL      02045 14
                STUDIES.  THEY SHOULD BE ASKED TO WEIGH AND ASSESS THE       02045 15
                NOTION OF [STRUCTURE.[                                       02045 16
*SETTING        OTHER ≥SPECIFY↑ 25 COLLEGE                                   02045 10
*MATERIALS      READING MATERIAL≠-FENTON, THE NEW SOCIAL STUDIES ≥HOLT,      02045  5
                RINEHART + WINSTON ≥1967↑, OR BRUNER, A STUDY OF THINKING    02045
                ≥WILEY ≥1956↑↑.                                              02045
*LEVEL          ALL GRADES                                                   02045  8
*GENERAL        GENERALIST                                                   02045  7
*HOURS          3                                                            02045  6
*EVALUATION     DOES STUDENT UNDERSTAND NOTION OF STRUCTURE^                 02045 20
*FILE           SELECTING CONTENT  STRUCTURE + CONTENT                       02045  9
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*OBJECTIVES     STUDENT IS ABLE TO EVALUATE AND DETECT STRENGTHS,            02046 17
                WEAKNESSES, AND APPROPRIATE USES OF NEW ELEMENTARY SOCIAL    02046 18
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|---|---|---|---|
| | STUDIES MATERIALS PUBLISHED BY: EDUCATIONAL RESEARCH | 02046 | 19 |
| | COUNCIL OF GREATER CLEVELAND, CONTRA COSTA COUNTY | 02046 | 20 |
| | ≥CALIFORNIA≤, UNIVERSITY OF MINNESOTA, EDUCATIONAL | 02046 | 21 |
| | DEVELOPMENT CORPORATION, UNIVERSITY OF GEORGIA | 02046 | 22 |
| | ANTHROPOLOGY MATERIALS, AND CARNEGIE TECH MATERIALS. | 02046 | 23 |
| *PREREQUISITE | CAREFUL EXAMINATION OF ABOVE MATERIALS | 02046 | 24 |
| *EXPERIENCE | SELECTING CONTENT: THE NEW SOCIAL STUDIES ≥LABORATORY | 02046 | 11 |
| | SESSION≤ THIS MODULE GIVES THE STUDENT AN OPPORTUNITY TO | 02046 | 12 |
| | STUDY THE NEWER APPROACHES TO SOCIAL STUDIES MATERIALS | 02046 | 13 |
| | LISTED BELOW. WE BELIEVE THAT STUDENTS SHOULD BECOME | 02046 | 14 |
| | AWARE OF THESE MATERIALS AND THEIR STRENGTHS AND | 02046 | 15 |
| | LIMITATIONS. | 02046 | 16 |
| *SETTING | INDEPENDENT COLLEGE | 02046 | 10 |
| *MATERIALS | COPIES OF MATERIALS LISTED BELOW IN SUFFICIENT NUMBER FOR | 02046 | 5 |
| | STUDENTS. | 02046 | |
| *LEVEL | ALL GRADES | 02046 | 8 |
| *GENERAL | GENERALIST | 02046 | 7 |
| *HOURS | 5 | 02046 | 6 |
| *EVALUATION | STUDENTS WILL BE ASKED TO LIST STRENGTHS AND/OR | 02046 | 25 |
| | WEAKNESSES OF PROGRAMS LISTED ABOVE. THEIR APPRAISAL WILL | 02046 | 26 |
| | CENTER ON OBJECTIVES, CONTENT, TEACHING STRATEGIES, PUPIL | 02046 | 27 |
| | AND TEACHER MATERIALS, AND PROVISION FOR OBJECTIVES. THE | 02046 | 28 |
| | STUDENTS WILL HAVE AN OPPORTUNITY TO COMPARE THEIR | 02046 | 29 |
| | APPRAISALS WITH THOSE DONE BY AUTHORITIES IN SOCIAL | 02046 | 30 |
| | STUDIES EDUCATION. | 02046 | 31 |
| *FILE | LABORATORY SELECTING CONTENT CLASSROOM MATERIAL | 02046 | 9 |

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|---|---|---|---|
| *OBJECTIVES | THIS MODULE WILL HELP REINFORCE MANY NOTIONS IN EARLIER | 02047 | 29 |
| | MODULES--READINESS, STRUCTURE AND OTHERS. IT WILL ALSO | 02047 | 30 |
| | SERVE AS AN INTRODUCTION TO PLANNING. IN ADDITION, IT | 02047 | 31 |
| | WILL BE AN EXPERIENCE WHICH WILL HELP MAKE THEM BETTER | 02047 | 32 |
| | JUDGES OF THE FLOOD OF NEW MATERIALS NOW AVAILABLE. | 02047 | 33 |
| *PREREQUISITE | ALL PREVIOUS MODULES. | 02047 | 34 |
| *EXPERIENCE | SELECTING CONTENT: PREPARING A CONTRIBUTION TO THE ≥NEW | 02047 | 11 |
| | SOCIAL STUDIES.≤ IN THIS MODULE STUDENTS WILL BE ASKED TO | 02047 | 12 |
| | PREPARE A TEACHING UNIT EXEMPLIFYING WHAT THEY KNOW OF THE | 02047 | 13 |
| | CONCEPTS OF READINESS, STRUCTURE, AND OTHER NOTIONS | 02047 | 14 |
| | UNDERLYING THE NEW SOCIAL STUDIES MATERIALS. THEY SHOULD | 02047 | 15 |
| | PLAN A ORDERLY SEQUENCE OF LEARNING EXPERIENCES WITH | 02047 | 16 |
| | BEHAVIORIAL OBJECTIVES STATED IN PRECISE BEHAVIORAL TERMS | 02047 | 17 |
| | AND THEIR OWN TEACHING MATERIALS. EACH UNIT SHOULD | 02047 | 18 |
| | REVOLVE AROUND A SINGLE CONCEPT SUITABLE FOR PRESENTATION | 02047 | 19 |
| | TO A PARTICULAR GRADE LEVEL. SUCH A CONCEPT, FOR EXAMPLE, | 02047 | 20 |
| | MIGHT BE [INTERDEPENDENCE] FOR THIRD GRADERS OR [SOCIAL | 02047 | 21 |
| | CHANGE] FOR UPPER ELEMENTARY ≥OR MIDDLE SCHOOL≤ GRADES. | 02047 | 22 |
| | IT WOULD BE A FINE IDEA TO DEVELOP NEW SOCIAL STUDIES | 02047 | 23 |
| | MATERIALS ALONG THE LINES OF THE NOTIONS SUGGESTED BY | 02047 | 24 |
| | VARIOUS STUDENTS IN MODULE IX. A TENTATIVE TEACHING | 02047 | 25 |
| | STRATEGY SHOULD BE MAPPED OUT. THIS WILL SERVE AS A | 02047 | 26 |
| | CONVENIENT FOIL FOR THE INTRODUCTION OF MODULE XV ON | 02047 | 27 |
| | [DEVISING A TEACHING STRATEGY.] | 02047 | 28 |
| *SETTING | INDEPENDENT COLLEGE | 02047 | 10 |
| *MATERIALS | BLANK | 02047 | 5 |
| *LEVEL | ALL GRADES | 02047 | 8 |
| *GENERAL | GENERALIST | 02047 | 7 |
| *HOURS | 5 | 02047 | 6 |
| *EVALUATION | DO STUDENTS CONSTRUCT SOUND MATERIALS CLEARLY SUITED TO | 02047 | 33 |
| | READINESS LEVEL OF PUPILS. | 02047 | 35 |
| *FILE | SELECTING CONTENT READINESS STRUCTURE + CONTENT | 02047 | 9 |

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| *OBJECTIVES | STUDENTS WILL INTERVIEW PRE-SCHOOL AND KINDERGARTEN | 02048 | 15 |
| | PUPILS, TO DISCOVER RANGE AND VARIETY OF THEIR INTERESTS. | 02048 | 16 |
| *PREREQUISITE | STUDENTS SHOULD BE FAMILIAR WITH TECHNIQUES OF | 02048 | 17 |
| | INTERVIEWING YOUNG CHILDREN. | 02048 | 18 |
| *EXPERIENCE | OFTEN THE EXPRESSED INTERESTS OF YOUNG CHILDREN PROVIDE A | 02048 | 11 |
| | SOUND POINT OF DEPARTURE FOR TEACHING THE SOCIAL STUDIES. | 02048 | 12 |
| | GRANTED INTERESTS OF PUPILS DUE INCLINED TO BE TRANSITORY | 02048 | 13 |
| | AND/OR SHORT LIVED, AND ARE DIFFICULT TO IDENTIFY. | 02048 | 14 |
| *SETTING | OTHER ≥SPECIFY+ GROJPS OF 3+ SCHOOL | 02048 | 10 |
| *MATERIALS | NONE | 02048 | 5 |
| *LEVEL | PRE-SCH,-5 | 02048 | 8 |
| *GENERAL | GENERALIST | 02048 | 7 |
| *HOURS | 2 | 02048 | 6 |
| *EVALUATION | STUDENTS WILL INTERVIEW PUPILS A SECOND TIME. DATA | 02048 | 19 |
| | OBTAINED FROM FIRST AND SECOND INTERVIEWS WILL BE | 02048 | 20 |
| | COMPARED | 02048 | 21 |
| *FILE | STUDENT INTERESTS INTERVIEWING | 02048 | 9 |

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| *OBJECTIVES | STUDENTS WILL SPECIFY LEARNING EXPERIENCES THEY WOULD | 02049 | 17 |
| | INCORPORATE INTO A LESSON PLAN ON TEACHING CARDINAL | 02049 | 18 |
| | DIRECTIONS. | 02049 | 19 |
| *PREREQUISITE | STUDENTS SHOULD BE FAMILIAR WITH DEVELOPMENTAL ELEMENTS | 02049 | 20 |
| | OF LEARNING CARDINAL DIRECTIONS. | 02049 | 21 |
| *EXPERIENCE | STUDENT WILL PREPARE AN ABBREVIATED LESSON PLAN FOR | 02049 | 11 |
| | TEACHING CARDINAL DIRECTIONS TO A CLASS OF NURSERY SCHOOL | 02049 | 12 |
| | PUPILS OR KINDERGARTENERS. LESSON PLAN SHOULD INCLUDE | 02049 | 13 |
| | ≥1+ BACKGROUND INFORMATION ON THE PUPILS, ≥2+ RELEVANT | 02049 | 14 |
| | BEHAVIORAL OBJECTIVES ≥3+ INSTRUCTIONAL STRATEGIES | 02049 | 15 |
| | ≥4+ METHODS OF EVALUATION. | 02049 | 16 |
| *SETTING | INDEPENDENT COLLEGE | 02049 | 10 |
| *MATERIALS | BLANK | 02049 | 5 |
| *LEVEL | PRE-SCH,-K | 02049 | 8 |
| *GENERAL | GENERALIST | 02049 | 7 |
| *HOURS | 1 1/2 | 02049 | 6 |
| *EVALUATION | STUDENTS≤ LESSON PLANS WILL BE EVALUATED JOINTLY BY OTHER | 02049 | 22 |
| | STUDENTS AND THE INSTRUCTOR. | 02049 | 23 |
| *FILE | LESSON PLAN CARDINAL DIRECTIONS DEVELOPMENT | 02049 | 9 |

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| *OBJECTIVES | TO FAMILIARIZE PROSPECTIVE TEACHERS WITH FOLKLORE AND MYTH | 02050 | 18 |
| | OF SUB-CULTURES | 02050 | 19 |
| *PREREQUISITE | SOCIAL PSYCH. | 02050 | 20 |
| *EXPERIENCE | PREPARE A LIST A SERIES OF GENERALLY HELD CONCEPTION + | 02050 | 11 |
| | MISCONCEPTIONS ABOUT THE NEGRO RESPOND TO THE CHECKLIST BY | 02050 | 12 |
| | INDICATING ≥1+ TRUE ≥2+ FOLKLORE ≥3+ MYTH CORRECT | 02050 | 13 |
| | CHECKLIST, AND: COMPARE RESULTS WITH THE CORRECTED LIST, | 02050 | 14 |
| | PROPER RESPONSES BEING THOSE SUBSTANTIATED BY EXPERTS | 02050 | 15 |
| | DISCUSS HOW STUDENT ARRIVED AT THE ANSWER CHOSEN. | 02050 | 16 |
| | ATTEMPTING TO APPRAISE SOURCE OF ATTITUDE DEVELOPMENT | 02050 | 17 |
| *SETTING | INDEPENDENT COLLEGE | 02050 | 10 |
| *MATERIALS | BLANK | 02050 | 5 |
| *LEVEL | ALL GRADES | 02050 | 8 |
| *GENERAL | ALL CANDIDATES | 02050 | 7 |
| *HOURS | 4 - 6 | 02050 | 6 |
| *EVALUATION | RETEST ON COMPARISON GROUP TO SEE RELATIVE CHANGE IN | 02050 | 21 |
| | BEHAVIOR. | 02050 | 22 |
| *FILE | SUB-CULTURES BLACK AMERICAN | 02050 | 9 |

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| *OBJECTIVES | TO FAMILIARIZE STUDENTS WITH FORMAL NEGRO COMMUNICATIONS | 02051 | 17 |

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|---|---|---|
| | MEDEA | 02051 18 |
| *PREREQUISITE | JOURNALISM - ESSENTIALS OF CRITCISM | 02051 19 |
| *EXPERIENCE | READ [THE CHRONICLE] ≥OR ANY OR MANY↑ NEGRO PREPARED | 02051 11 |
| | NEWSPAPERS ANALYZE FOR: ≥1↑ VIEWPOINT ≥EDITORIAL + | 02051 12 |
| | REPORTING↑ ≥2↑ CONTENT ≥3↑ SELECTION CRITERIA ≥IF ANY↑ | 02051 13 |
| | ≥4↑ TABLOI) STYLE COMPARE WITH A STANDARD PAPER FOR THE | 02051 14 |
| | SAME TIME LIST SIMILARITIES AND DIFFERENCES STATE A | 02051 15 |
| | GENERALIZATION OR TWO AS A [PROBABLE HYPOTHESIS] | 02051 16 |
| *SETTING | LARGE GROUP SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 02051 10 |
| *MATERIALS | TEST PROBABLE HYPOTHESES BY REPEATING WITH FUTURE ISSUES. | 02051 5 |
| *LEVEL | ALL GRADES | 02051 8 |
| *GENERAL | ALL CANDIDATES | 02051 7 |
| *HOURS | 30 MIN | 02051 6 |
| *EVALUATION | PERHAPS THE STATEMENT OF EDITORIAL POLICY + PRACTICE COULD | 02051 20 |
| | BE USED AS COMPARISON BASE | 02051 21 |
| *FILE | NEGRO COMMUNICATIONS CRITICISM OF JOURALISM | 02051 9 |

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|---|---|---|
| *OBJECTIVES | TO REDUCE SHOCKABILITY OF LANGUAGE AND CUSTOMS COMMON TO | 02052 15 |
| | SUB CULTURES | 02052 16 |
| *PREREQUISITE | SOCIAL PSYCHOLOGY | 02052 17 |
| *EXPERIENCE | WATCH VIDEOTAPES OF SUB CULTURE STUDENTS IN PLAY, WORK, + | 02052 11 |
| | SCHOOL SITUATIONS EXHIBITING [WAY-OUT] ACTIVITIES LISTEN | 02052 12 |
| | TO VIDEO TAPES OF ANGLO-SAXON EXCHANGE IN A COMMUNICATION | 02052 13 |
| | IN WHICH IDEAS ARE PRESENTED AND RESPONDED TO | 02052 14 |
| *SETTING | INDEPENDENT SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 02052 10 |
| *MATERIALS | BLANK | 02052 5 |
| *LEVEL | ALL GRADES | 02052 8 |
| *GENERAL | GENERALIST | 02052 7 |
| *HOURS | 2 - 3 | 02052 6 |
| *EVALUATION | PHOTOGRAPH + RECORD RESPONSES OF VIEWER + LISTENER REPORT | 02052 18 |
| | UNTIL VISUAL SHOCK OR REJECTION CUES HAVE BEEN REDUCED TO | 02052 19 |
| | A MINIMUM | 02052 20 |
| *FILE | SUB-CULTURE LANGUAGE CUSTOMS | 02052 9 |

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| *OBJECTIVES | STUDENT, SHOULD BE ABLE TO CONSTRUCT A COMPREHENSIVE | 02053 19 |
| | DEFINITION OF THE TERM, CITIZENSHIP, AS IT RELATES TO | 02053 20 |
| | PUPILS ON ALL LEVELS OF ELEMENTARY EDUCATION. | 02053 21 |
| *PREREQUISITE | STUDENTS SHOULD HAVE READ SOME CURRENT DEFINITIONS OF | 02053 22 |
| | CITIZENSHIP | 02053 23 |
| *EXPERIENCE | STUDENT SHOULD BE AWARE OF HOW THE TERM, CITIZENSHIP, HAS | 02053 11 |
| | CHANGED OVER THE YEARS. ORIGINALLY THIS TERM HAD A | 02053 12 |
| | NARROW, CONSTRICTED CONNOTATION - PRIMARILY BECAUSE IT | 02053 13 |
| | CENTERED ON PUPIL CONDUCT IN THE CLASSROOM AND UPON | 02053 14 |
| | EXERCISING THE FRANCHISE. RECENTLY, CITIZENSHIP HAS BEEN | 02053 15 |
| | BROADENED AND EXTENDED TO INCLUDE ONES RIGHTS AND | 02053 16 |
| | OBLIGATIONS AS A MEMBER OF HIS FAMILY, HIS NEIGHBORHOOD, | 02053 17 |
| | HIS LOCAL COMMUNITY, STATE, NATION, AND THE WORLD. | 02053 18 |
| *SETTING | BLANK | 02053 10 |
| *MATERIALS | BLANK | 02053 5 |
| *LEVEL | ALL GRADES | 02053 8 |
| *GENERAL | GENERALIST | 02053 7 |
| *HOURS | 1 | 02053 6 |
| *EVALUATION | STUDENTS≤ DEFINITIONS OF CITIZENSHIP WILL BE COMPARED WITH | 02053 24 |
| | THOSE OF PROFESSIONAL EDUCATORS. | 02053 25 |
| *FILE | CITZENSHIP | 02053 9 |

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| *OBJECTIVES | SENSITIZE PROSPECTIVE TEACHERS TO DIFFERENT STUDENTS | 02054 16 |
| | RESPONSE TO TYPICAL SOCIAL SETTINGS | 02054 17 |

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|---|---|---|
| *PREREQUISITE | NONE | 02054 18 |
| *EXPERIENCE | OBSERVE VIDEOTAPES OF: ≥1↑ A RECORD PARTY ≥2↓ A SCHOOL | 02054 11 |
| | DANCE ≥3↑ A RUMBLE EVALUATE AS TO: ≥1↑ SOCIAL VALUE OR | 02054 12 |
| | EACH OF SOCIAL VALUE ≥2↑ EDUCATIONAL VALUE OF THE | 02054 13 |
| | EXPERIENCE ≥3↑ SOCIAL SETTING OR (PROBLEM) INVOLVED | 02054 14 |
| | COMPARE WITH CHILDRENSS EVOLUATION OF SOME SEQUENCE. | 02054 15 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 02054 10 |
| *MATERIALS | BLANK | 02054 5 |
| *LEVEL | ALL GRADES | 02054 8 |
| *GENERAL | ALL CANDIDATES | 02054 7 |
| *HOURS | 3-5 | 02054 6 |
| *EVALUATION | QUANTITY OF SENSITIVITY AREAS DILENEATED COMPARISON WITH | 02054 19 |
| | CHILDRENSS EVALUATION. | 02054 20 |
| *FILE | SOCIAL SETTINGS GROUP INTERACTION | 02054 9 |

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|---|---|---|
| *OBJECTIVES | ASCERTAINS NEEDS OF INNER-CITY CHILDREN THROUGH DIRECT, | 02055 17 |
| | FIRST-HAND EXPERIENCE | 02055 18 |
| *PREREQUISITE | BLANK | 02055 19 |
| *EXPERIENCE | VISITS DAY CARE CENTERS, SETTLEMENT HOUSES, SCHOOL | 02055 11 |
| | PLAYGROUNDS, OUT-PATIENT WARDS OF CHILDRENSS HOSPITALS, | 02055 12 |
| | BLOCK CLUB MEETINGS, WITH A VIEW TOWARD BECOMING SENSITIVE | 02055 13 |
| | TO THE PHYSIOLOGICAL AND PSYCHOLOGICAL NEEDS OF INNER | 02055 14 |
| | CITY CHILDREN. STUDENTS COMPARE THEIR PERCEPTIONS WITH | 02055 15 |
| | THOSE OF THEIR CLASSMATES. | 02055 16 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COMMUNITY | 02055 10 |
| *MATERIALS | BLANK | 02055 5 |
| *LEVEL | ALL GRADES | 02055 8 |
| *GENERAL | ALL CANDIDATES | 02055 7 |
| *HOURS | BLANK | 02055 6 |
| *EVALUATION | STUDENTS, WORKING UNDER DIRECTION OF AN EXPERIENCED INNER- | 02055 20 |
| | CITY TEACHER, WILL COMPARE AND CONTRAST THEIR PERCEPTIONS | 02055 21 |
| | OF NEEDS OF CHILDREN. | 02055 22 |
| *FILE | IDENTIFY INNER CITY CHILDRENSS NEEDS OBSERVATION | 02055 9 |

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| *OBJECTIVES | TAKES A GIVEN SOCIAL SCIENCE CONCEPT AND BREAKS IT DOWN | 02056 18 |
| | INTO THE VARIOUS MEANINGS THAT CAN BE ASCRIBED TO IT↓ THEN | 02056 19 |
| | ARRANGES THESE MEANINGS IN ASCENDING ORDER OF COMPLEXITY. | 02056 20 |
| *PREREQUISITE | NONE | 02056 21 |
| *EXPERIENCE | THE PURPOSE OF THIS EXPERIENCE IS TO PROVIDE OPPORTUNITIES | 02056 11 |
| | FOR THE STUDENTS TO DEVELOP THEIR OWN DEFINITIONS OF THE | 02056 12 |
| | WORD CONCEPT AND TO PERCEIVE DISTINCTIONS BETWEEN CONCRETE | 02056 13 |
| | CONCEPTS ≥MONEY, DIRECTIONS, RIVER, HOME, ETC./AND | 02056 14 |
| | ABSTRACT CONCEPTS, ≥JUSTICE, FREEDOM, LOVE, LAND, ETC.↑ | 02056 15 |
| | AND TO ANALYZE THESE CONCEPTS INTO THEIR CONSTITUENT | 02056 16 |
| | ELEMENTS. | 02056 17 |
| *SETTING | LARGE GROUP COLLEGE | 02056 10 |
| *MATERIALS | NONE | 02056 5 |
| *LEVEL | ALL GRADES | 02056 8 |
| *GENERAL | ALL CANDIDATES | 02056 7 |
| *HOURS | 30 MINUTES | 02056 6 |
| *EVALUATION | COMPARES WRITTEN WORK ON CONCEPTS WITH THE INSTRUCTORSS | 02056 22 |
| | OWN ANALYSIS. | 02056 23 |
| *FILE | CONCEPTS MEANINGS | 02056 9 |

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| *OBJECTIVES | GIVEN DATA REGARDING A GIVEN TOPIC UNDER STUDY, THE | 02057 21 |
| | STUDENT WILL DEVELOP SEVERAL GENERALIZATIONS ENCOMPASSING | 02057 22 |
| | THE MAJOR IDEAS INHERING IN THE TOPIC. | 02057 23 |
| *PREREQUISITE | STUDENT SHOULD HAVE AN ADEQUATE GRASP OF THE MEANING OF | 02057 24 |

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| | CONCEPTS. | 02057 25 |
| *EXPERIENCE | THE PURPOSE OF THIS EXPERIENCE IS FOR THE STUDENT TO DEVELOP HIS OWN DEFINITION OF THE TERM, GENERALIZATION. ALTHOUGH THIS TERM IS DEFINED IN MANY DIFFERENT WAYS, MOST DEFINITIONS TEND TO HOLD THAT A GENERALIZATION IS A STATEMENT OF BROAD APPLICABILITY DEMONSTRATING THE RELATIONSHIP BETWEEN TWO OR MORE CONCEPTS. IN ESSENCE THEN, A GENERALIZATION IS A PRINCIPLE WITH WIDESPREAD APPLICABILITY. FOR EXAMPLE, THE STATEMENT, AS GOODS BECOME SCARCE, PRICES RISE! IS A GENERALIZATION. GOODS, SCARCE, AND PRICES ARE CONCEPTS. | 02057 11<br>02057 12<br>02057 13<br>02057 14<br>02057 15<br>02057 16<br>02057 17<br>02057 18<br>02057 19<br>02057 20 |
| *SETTING | BLANK | 02057 10 |
| *MATERIALS | NONE | 02057 5 |
| *LEVEL | ALL GRADES | 02057 8 |
| *GENERAL | GENERALIST | 02057 7 |
| *HOURS | BLANK | 02057 6 |
| *EVALUATION | AN ASSESSMENT OF THE QUALITY OF THE STUDENTSS GENERALIZATIONS WILL REVEAL THE EXTENT TO WHICH HE UNDERSTANDS WHAT GENERALIZATIONS ARE. | 02057 26<br>02057 27<br>02057 28 |
| *FILE | GENERALIZATION MEANINGS OF CONCEPTS | 02057 9 |

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| *OBJECTIVES | STUDENT IS ABLE TO ANALYZE GIVEN SOCIAL SCIENCE CONCEPT IN TERMS OF ITS CONSTITUENT ELEMENTS, AND THEN LIST THESE ELEMENTS IN TERMS OF ASCENDING ORDER OF COMPLEXITY, AND CAN SPECIFY WHEN THEY SHOULD BE TAUGHT. | 00076019<br>00076020<br>00076021<br>00076022 |
| *PREREQUISITE | STUDENT SHOULD BE CONVERSANT WITH THE BASIC CONCEPTS IN IN THE SOCIAL SCIENCE DISCIPLINES. | 00076023<br>00076024 |
| *EXPERIENCE | IN VIEW OF THE CURRENT INTEREST IN CONCEPT-CENTERED TEACHING IN THE SOCIAL SCIENCES, IT BECOMES APPARENT THAT STUDENTS IN TEACHER TRAINING PROGRAMS WILL NEED TO BECOME COMPETENT NOT ONLY IN IDENTIFYING SOCIAL SCIENCE CONCEPTS, BUT ALSO IN BREAKING THEM DOWN INTO THEIR CONSTITUENT ELEMENTS. ONCE HE HAS LEARNED TO DO THIS, HIS NEXT TASK BECOMES ONE OF DECIDING WHEN THESE ELEMENTS CAN BE TAUGHT MOST EFFECTIVELY. | 00076011<br>00076012<br>00076013<br>00076014<br>00076015<br>00076016<br>00076017<br>00076018 |
| *SETTING | LARGE GROUP, SCHOO- | 00076010 |
| *MATERIALS | NONE | 00076005 |
| *LEVEL | ALL GRADES | 00076008 |
| *GENERAL | ALL CANDIDATES | 00076007 |
| *HOURS | 3 | 00076006 |
| *EVALUATION | METHODS INSTRUCTOR WILL COMPARE STUDENT#S WRITTEN WORK AGAINST HIS OWN OUTLINE OF SELECTED SOCIAL SCIENCE CONCEPTS. | 00076025<br>00076026<br>00076027 |
| *FILE | ANALYTICAL DECISION MAKING | 00076069 |

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| *OBJECTIVES | STUDENTS CAN SELECT A SOCIAL SCIENCE CONCEPT ≥REVOLUTION, SUPPLY AND DEMAND, REGION, ROLE AND STATUS, ETC.+ AND RECOMMEND A SEQUENCE OF ACTIVITIES TO BE USED IN TEACHING THE CONCEPT TO PUPILS ON A GIVEN GRADE LEVEL. | 02058 17<br>02058 18<br>02058 19<br>02058 20 |
| *PREREQUISITE | STUDENTS SHOULD BE FAMILIAR WITH MAJOR CONCEPTS UNDERLYING THE SOCIAL SCIENCES. | 02058 21<br>02058 22 |
| *EXPERIENCE | A MAJOR PREMISE UNDERLYING THE SOCIAL STUDIES METHODS COURSE IS THAT THE COURSE WILL BE SUCCESSFUL TO THE EXTENT TO WHICH IT HELPS THE PROSPECTIVE TEACHER DEVISE STRATEGIES FOR TRANSLATING SOCIAL SCIENCE CONCEPTS AND METHODOLOGIES INTO LEARNING EXPERIENCES AT THE ELEMENTARY LEVEL. | 02058 11<br>02058 12<br>02058 13<br>02058 14<br>02058 15<br>02058 16 |
| *SETTING | LARGE GROUP COLLEGE | 02058 10 |
| *MATERIALS | BLANK | 02058 5 |

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| *LEVEL | ALL GRADES | 02058 8 |
| *GENERAL | GENERALIST | 02058 7 |
| *HOURS | 4 | 02058 6 |
| *EVALUATION | STUDENTS WILL EXPLAIN ≥IN WRITING AND ORALLY≤ TO A GROUP OF THEIR PEERS HOW THEY WOULD TEACH THEIR CONCEPTS, THEIR PEERS WILL APPRAISE THEIR PERFORMANCE. | 02058 23<br>02058 24<br>02058 25 |
| *FILE | LEARNING EXPERIENCE SOC. SC. CONCEPTS TEACHING | 02058 9 |

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| *OBJECTIVES | STUDENT IS ABLE TO WRITE A CASE STUDY DEALING WITH A SIGNIFICANT SOCIAL ISSUE. | 02059 19<br>02059 20 |
| *PREREQUISITE | STUDENT SHOULD KNOW THE NATURE AND PURPOSE OF THE CASE STUDY APPROACH. | 02059 21<br>02059 22 |
| *EXPERIENCE | AN IMPORTANT ELEMENT OF OUR PROGRAM IS ENCOURAGING STUDENTS TO DEVELOP THEIR OWN INSTRUCTIONAL AIDS AND TRY THEM OUT IN ELEMENTARY CLASSROOMS. ONE TYPE OF TEACHING AID THAT LENDS ITSELF TO THIS APPROACH IS THE CASE STUDY. WE BELIEVE THAT STUDENTS WILL BECOME MORE DEEPLY INVOLVED IN THE APPLICATION OF INQUIRY SKILLS IF THEY DEVELOP AND USE THEIR OWN CASE STUDIES RATHER THAN RELYING EXCLUSIVELY UPON CANNED ONES. | 02059 11<br>02059 12<br>02059 13<br>02059 14<br>02059 15<br>02059 16<br>02059 17<br>02059 18 |
| *SETTING | INDEPENDENT COLLEGE | 02059 [illegible] |
| *MATERIALS | BLANK | 02059 5 |
| *LEVEL | GRADES 5-8 | 02059 8 |
| *GENERAL | GENERALIST | 02059 7 |
| *HOURS | 3 | 02059 6 |
| *EVALUATION | INSTRUCTOR WILL EVALUATE STUDENTS≤ CASE STUDIES, USING CRITERIA THAT HE WILL HAVE DEVELOPED COOPERATIVELY WITH HIS STUDENTS. SUCH CRITERIA AS CLARITY, CONCISENESS, ABSENCE OF EXTRANEOUS INFORMATION, SIGNIFICANCE OF ISSUES, ETC. WILL BE INVOLVED HERE. | 02059 23<br>02059 24<br>02059 25<br>02059 26<br>02059 27 |
| *FILE | INSTRUCTIONAL AIDS TEACHING CASE STUDY | 02059 9 |

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| *OBJECTIVES | STUDENT IS ABLE TO MAKE EFFECTIVE USE OF CASE STUDIES HE HAS DEVELOPED HIMSELF. | 02060 12<br>02060 13 |
| *PREREQUISITE | STUDENT WILL HAVE DESIGNED HIS OWN CASE STUDY. | 02060 14 |
| *EXPERIENCE | DEVELOP A CASE STUDY. | 02060 15 |
| *SETTING | INDEPENDENT SCHOOL | 02060 4 |
| *MATERIALS | BLANK | 02060 5 |
| *LEVEL | GRADES 5-8 | 02060 8 |
| *GENERAL | GENERALIST | 02060 7 |
| *HOURS | 90 MINUTES | 02060 6 |
| *EVALUATION | STUDENT WILL USE HIS CASE STUDY IN THREE DIFFERENT ELEMENTARY CLASSES. PUPILS IN THESE CLASSES WILL BE GIVEN A CRITERION INSTRUMENT DESIGNED TO ASCERTAIN WHAT THEY HAVE LEARNED. IN ADDITION, ALL THREE SESSIONS WILL BE VIDEO TAPED FOR FOLLOW UP ANALYSIS. | 02060 16<br>02060 17<br>02060 18<br>02060 19 |
| *FILE | CASE STUDY INTERACTION WITH STUDENTS | 02060 9 |

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| *OBJECTIVES | GIVEN A REASONABLY DEGREE OF COMPETENCE IN OPERATING A 35MM. CAMERA, THE STUDENT WILL PRODUCE A SERIES OF SLIDES DEPICTING VARIOUS TYPES OF SOCIAL BEHAVIOR AT SCHOOL. | 00072023<br>00072024<br>00072025 |
| *PREREQUISITE | STUDENT SHOULD HAVE ACCESS TO PRE-SCHOOL AND PRIMARY GRADE PUPILS, AND SHOULD HAVE COMPLETE COOPERATION OF THEIR TEACHER(S) AND THE BUILDING PRINCIPAL. | 00072026<br>00072027<br>00072028 |
| *EXPERIENCE | THE PRODUCTION OF SAMPLE INSTRUCTIONAL MATERIALS NOT COMMERCIALLY AVAILABLE. THESE MATERIALS CONSIST OF A SERIES OF 35MM. COLORED SLIDES DEPICTING PUPILS BEHAVING IN A WIDE VARIETY OF WAYS-SOME SOCIALLY ACCEPTABLE, SOME | 00072011<br>00072012<br>00072013<br>00072014 |

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| | SOCIALLY UNACCEPTABLE. THE STUDENT WOULD SELECT SEVERAL CHILDREN WHO WILL SERVE AS ACTORS AND ACTRESSES. ONCE THE STUDENT HAS POSED THEM, HE WILL PHOTOGRAPH THEM AS THEY ACT OUT VARIOUS TYPES OF BEHAVIORS (PUSHING AND SHOVING AT THE DRINKING FOUNTAIN, CREATING A DISTURBANCE ON THE SCHOOL BUS, BEFRIENDING A NEW PUPIL, TEC.) | 00072015<br>00072016<br>00072017<br>00072018<br>00072019<br>00072020 |
| *SETTING | INDEPENDENT, SCHOOL | 00072010 |
| *MATERIALS | 35M.M. CAMERA AND ROLL OF COLOR FILM. | 00072005 |
| *LEVEL | PRE-SCH-K GRADES 1-4 | 00072008 |
| *GENERAL | ALL CANDIDATES | 00072007 |
| *HOURS | 5 | 00072006 |
| *EVALUATION | A GROUP OF STUDENTS AND PRACTICING ELEMENTARY TEACHERS WILL SERVE AS A PANEL OF JURORS IN EVALUATING THE 35MM. SLIDES. | 00072027<br>00072028<br>00072029 |
| *FILE | INSTRUCTIONAL MATERIALS DEVIANT BEHAVIOR CREATIVITY | 00072009 |

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| *OBJECTIVES | STUDENT WILL PREPARE A SERIES OF QUESTIONS FOR USE WITH 35MM. SLIDES DEPICTING SOCIAL SITUATIONS. QUESTIONS WILL BE DESIGNED FOR USE IN DISCUSSING SLIDES WITH A CLASS OF PRE-SCHOOL OR PRIMARY GRADE PUPILS | 00073016<br>00073017<br>00073018<br>00073019 |
| *PREREQUISITE | STUDENT SHOULD HAVE COMPLETED PRECEDING MODULE. | 00073020 |
| *EXPERIENCE | (SEE PAGE 3 FOR DESCRIPTON OF INITIAL STAGE OF THIS PROJECT.) THIS MODULE CENTERS UPON THE PROBLEM OF PROVIDING STUDENTS WITH OPPORTUNITES TO CONSTRUCT QUESTIONS FOR USE IN DISCUSSION WITH PRE-SCHOOL OR PRIMARY GRADE PUPILS. | 00073011<br>00073012<br>00073013<br>00073014<br>00073015 |
| *SETTING | INDEPENDENT, SCHOOL | 00073010 |
| *MATERIALS | 35MM. SLIDE PROJECTION AND SCREEN | 00073005 |
| *LEVEL | PRE-SCH-K GRADES 1-4 | 00073008 |
| *GENERAL | BLANK | 00073007 |
| *HOURS | 2 | 00073006 |
| *EVALUATION | QUESTIONS WILL BE EVALUATED BY SAME PANEL OF JURORS DESCRIBED IN MODULE 248. NOTE. THIS MODULE AND PRECEDING ONE ARE CLOSELY RELATED. | 00073021<br>00073022<br>00073023 |
| *FILE | INSTRUCTIONAL MATERIALS SOCIAL BEHAVIOR CREATIVITY | 00073009 |

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| *OBJECTIVES | STUDENT WILL CONDUCT A CLASS DISCUSSION IN AN ATTEMPT TO EVALUATE PUPILS ABILITY TO ANALYZE SOCIAL SITUATIONS DEPICTED BY 35MM. SLIDES. | 00074014<br>00074015<br>00074016 |
| *PREREQUISITE | STUDENT SHOULD HAVE COMPLETED MODULES 248 AND 249. | 00074017 |
| *EXPERIENCE | AT THIS POINT THE STUDENT IS WORKING COMPLETELY WITH AN ELEMENTARY CLASSROOM. HE IS READY TO IMPLEMENT THE ROLE-PLAYING PROJECT. | 00074011<br>00074012<br>00074013 |
| *SETTING | INDEPENDENT, SCHOOL | 00074010 |
| *MATERIALS | NONE | 00074005 |
| *LEVEL | PRE-SCH-K GRADES 1-4 | 00074008 |
| *GENERAL | ALL CANDIDATES | 00074007 |
| *HOURS | 60 MINUTES(DIVIDED INTO 2 30-MINUTE PERIODS/ | 00074006 |
| *EVALUATION | WHILE STUDENT IS PERFECTING SLIDES AND QUESTIONING PUPILS IN AN ATTEMPT TO ASCERTAIN THEIR UNDERSTANDING OF THE SITUATIONS PRESENTED AND THEIR CORESEQUENCES,, HE WILL BE PHOTOGRAPHED VIA VIDEO TAPE. LATER, THE STUDENT AND HIS CLINICAL PROFESSOR AND METHODS PROFESSOR WILL EVALUATE HIS PERFORMANCE. | 00074018<br>00074019<br>00074020<br>00074021<br>00074022<br>00074023 |
| *FILE | ROLE PLAYING SOCIAL BEHAVIOR DISCUSSION LEADER | 00074009 |

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| *OBJECTIVES | DESIGNS SERIES OF CHARTS FOR USE IN TEACHING PUPILS ABOUT TIME LINES. | 02061 16<br>02061 17 |

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| *PREREQUISITE | STUDENT SHOULD BE AWARE OF NATURE AND PURPOSE OF TIME LINES. | 02061 18<br>02061 19 |
| *EXPERIENCE | THIS EXPERIENCE INVOLVES PREPARING SOME FORM OF VISUAL DEVICE FOR USE IN INTRODUCING PUPILS TO THE TIME LINE. IDEALLY THIS DEVICE WOULD DEAL WITH ASPECTS OF THE PUPILSS OWN LIVES OR WITH LIVES OF OLDER MEMBERS OF THEIR FAMILIES. | 02061 11<br>02061 12<br>02061 13<br>02061 14<br>02061 15 |
| *SETTING | INDEPENDENT COLLEGE | 02061 10 |
| *MATERIALS | HEAVY PIECE OF PAPER OR TAGBOARD, MARKING PENS, YARDSTICKS. | 02061 5<br>02061 |
| *LEVEL | GRADES 1-4 | 02061 8 |
| *GENERAL | GENERALIST | 02061 7 |
| *HOURS | 3 | 02061 6 |
| *EVALUATION | VISUAL DEVICES WOULD BE JUDGED IN TERMS OF THE DEGREE TO WHICH THEY ENABLE PUPILS TO SEE FOR THEMSELVES THAT A SPAN OF TIME CAN BE DEPECTED ON A TIME LINE. | 02061 20<br>02061 21<br>02061 22 |
| *FILE | VISUAL INSTRUCTMENT TIME LINES | 02061 9 |

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| *OBJECTIVES | DESIGNS SERIES OF CHARTS FOR USE IN TEACHING PUPILS TO UNDERSTAND THE TRANSITION FROM SIMPLE TIME LINES PORTRAYING EVENTS TO TIME LINES PORTRAYING PROPORTIONATE TIME. | 02062 15<br>02062 16<br>02062 17<br>02062 18 |
| *PREREQUISITE | PREVIOUS MODULE SHOULD HAVE BEEN COMPLETED | 02062 19 |
| *EXPERIENCE | SEE PREVIOUS MODULE 2061. ESSENTIALLY, THIS IS AN EXTENSION OF THE PREVIOUS MODULE, BECAUSE NOW WE ARE ASKING THE PROSPECTING TEACHER TO DEVELOP MORE SOPHISTICATED DEVICES FOR TEACHING ABOUT TIME. | 02062 11<br>02062 12<br>02062 13<br>02062 14 |
| *SETTING | INDEPENDENT COLLEGE | 02062 10 |
| *MATERIALS | BLANK | 02062 5 |
| *LEVEL | GRADES 5-8 | 02062 8 |
| *GENERAL | GENERALIST | 02062 7 |
| *HOURS | 3 | 02062 6 |
| *EVALUATION | SAME AS MODULE 2061 | 02062 20 |
| *FILE | CHARTS TIME LINES PROPORTINATE TIME | 02062 9 |

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| *OBJECTIVES | GIVEN CRITERIA FOR EVALUATION OF BULLETIN BOARDS, THE STUDENT WILL BE ABLE TO DETERMINE WHETHER SAMPLE BULLETIN BOARD LAYOUTS MEET THESE CRITERIA. | 00070016<br>00070017<br>00070018 |
| *PREREQUISITE | STUDENT SHOULD BE AWARE OF WHAT CONSTITUTE EFFECTIVE BULLETIN BOARD LAYOUTS. | 00070019<br>00070020 |
| *EXPERIENCE | GIVE THE STUDENT AN OPPORTUNITY TO EXAMINE VARIOUS TYPES OF BULLETIN BOARDS PREPARED BY ELEMENTARY AND JUNIOR HIGH TEACHERS, AND TO COMPARE + CONTRAST THEM, IN AN EFFORT TO ASCERTAIN THE QUALITIES OF GOOD LAYOUTS. | 00070012<br>00070013<br>00070014<br>00070015 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), SCHOOL | 00070011 |
| *MATERIALS | EXAMPLES OF VARIOUS TYPES OF BULLETIN BOARD LAYOUTS REPRESENTING DIFFERENT GRADE LAYOUTS. | 00070005<br>00070006 |
| *LEVEL | ALL GRADES | 00070009 |
| *GENERAL | ALL CANDIDATES | 00070008 |
| *HOURS | 2 | 00070007 |
| *EVALUATION | STUDENT WILL EXAMINE SEVERAL BULLETIN BOARD LAYOUTS, AND THEN WILL BE ASKED TO RANK THEM IN ORDER OF DEGREE TO WHICH THEY MEET HIS CRITERIA. HE WILL THEN STATE HIS REASONS FOR THIS SELECTION. | 00070021<br>00070022<br>00070023<br>00070024 |
| *FILE | BULLETIN BOARDS LAYOUTS CRITERIA | 00070011 |

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| *OBJECTIVES | GIVEN CRITERIA FOR EVALUATION OF FLAT PICTURES, THE STUDENT WILL BE ABLE TO SELECT APPROPRIATE PICTURES FOR | 00071015<br>00071019 |

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                TEACHING A GIVEN SOCIAL SCIENCE CONCEPT.                        00071020
*PREREQUISITE   STUDENT SHOULD BE AWARE OF CRITERIA FOR SELECTING FLAT          00071021
                PICTURES, AND SHOULD HAVE SPENT SOME TIME IN EXAMING FLAT       00071022
                PICTURE.                                                        00071023
*EXPERIENCE     GIVE STUDENTS ACCESS TO PICTURE FILES IN AN ELEMENTARY          00071011
                SCHOOL (IF MODULE IS RELEVANT ONLY FOR CLINICAL                 00071012
                EXPERIENCE) OR IN THE INSTRUCTURICAL MEDIA CENTER AT M.S.U      00071013
                (IF MODULE DEALS ONLY WITH PROFESSIONAL USE OF KNOWLEDGE)       00071014
                THEN GIVE THEM CRITERIA FOR SELECTING PICTURES. ONCE            00071015
                THEY SELECT THE PARTICULAR SOCIAL SCIENCE CONCEPT THEY          00071016
                INTEND TO TEACH, HAVE THEM MAKE THE SELECTION.                  00071017
*SETTING        SMALL GROUP (1-12 STUDENTS), SCHOOL                             00071010
*MATERIALS      FILES OF FLAT PICTURES                                          00071005
*LEVEL          ALL GRADES                                                      00071008
*GENERAL        ALL CANDIDATES                                                  00071007
*HOURS          2                                                               00071006
*EVALUATION     ASK STUDENT TO RANK SEVERAL PICTURES ACCORDING TO THEIR         00071024
                USEFULNESS IN TEACHING A GIVEN SOCIAL SCIENCE CONCEPT.          00071025
                THEN ASK HIM TO EXPLAIN HIS REASONS FOR HIS SELECTION.          00071026
*FILE           PICTURE SELECTION  CRITERIA  FLAT PICTURES                      00071009
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*OBJECTIVES     WRITES A BRIEF VIGNETTE FOR THE PURPOSE OF ILLUSTRATING AN      02063 18
                IMPORTANT HISTORICAL EVENT                                      02063 19
*PREREQUISITE   NONE                                                            02063 20
*EXPERIENCE     HERE WE ARE ASKING PRE-SERVICE TEACHERS TO GAIN SOME            02063 11
                COMPETENCE IN WRITING UP BRIEF VIGNETTES DEALING WITH           02063 12
                IMPORTANT EVENTS IN HISTORY.  AMONG THESE EVENTS ARE:           02063 13
                SINKING OF THE TITANNIC, V-J DAY, CALIFORNIA GOLD RUSH,         02063 14
                DEATH OF PRESIDENT KENNEDY, IMPEACHMENT OF PRESIDENT            02063 15
                ANDREW JOHNSON, OR PRESIDENT LYNDON JOHNSONSS DESIRE            02063 16
                AGAINST RUNNING FOR RE-ELECTION.                                02063 17
*SETTING        BLANK                                                           02063 10
*MATERIALS      BLANK                                                           02063  5
*LEVEL          GRADES 5-8                                                      02063  8
*GENERAL        GENERALIST                                                      02063  7
*HOURS          3                                                               02063  6
*EVALUATION     THE VIGNETTES WOULD BE EVALUATED BY OTHER STUDENTS WHO          02063 21
                WOULD SEEK TO ASCERTAIN THEIR RELEVANCY, ACCURACY, AND          02063 22
                VALUE AS VEHICLES FOR PROMOTING SKILLS OF INQUIRY.              02063 23
*FILE           WRITING VIGNETTES  HISTORICAL EVENT                             02063  9
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*OBJECTIVES     STUDENT CAN DETERMINE THE STRENGTHS AND WEAKNESSES OF A         00080014
                TEACHER;S PERFORMANCE IN AN INNER-CITY CLASSROOM.               00080015
*PREREQUISITE   AWARE OF CHARACTERISTICS OF DISADVANTAGED INNER-CITY             00080016
                YOUTH, AND TECHNIQUES OF TEACHING THESE CHILDREN.               00080017
*EXPERIENCE     VIEW THE FILM, CHILDREN WITHOUT.  DISCUSS HUGH SCOTT#S          00080011
                BRIEF LESSON ON SLAVERY AND ITS RELEVANCE FOR INNER-CITY        00080012
                PUPILS.                                                        00080013
*SETTING        LARGE GROUP,  SCHOOL                                            00080010
*MATERIALS      THE FILM CHILDREN WITHOUT                                       00080005
*LEVEL          ALL GRADES                                                      00080008
*GENERAL        ALL CANDIDATES                                                  00080007
*HOURS          BLANK                                                           00080006
*EVALUATION     STUDENT WRITES A CRITIQUE OF HUGH SCOTT#S PERFORMANCE IN        00080018
                THE FILM, INDICATING HIS STRENGTHS AND WEAKNESSES AS A          00080019
                TEACHER, AND HIS RATIONALE                                      00080020
*FILE           URBAN PROBLEMS  FILM  INSTRUCTION                               00080009
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| *OBJECTIVES | SENSITIZE STUDENTS TO METHODS INVOLVED IN PREPARING PROGRAMMED MATERIALS. ≥A VALUABLE BY-PRODUCT HERE IS THE FACT THAT THIS EXPERIENCE WILL ENABLE STUDENTS TO LEARN TO PERCEIVE THE STRUCTURE OF A BODY OF KNOWLEDGE.↑ | 02064 18<br>02064 19<br>02064 20<br>02064 21 |
| *PREREQUISITE | SHOULD BE EXPOSED TO SEVERAL PUBLISHED PROGRAMMED TEXTS. | 02064 22 |
| *EXPERIENCE | STUDENTS WILL BE GIVEN AN OPPORTUNITY TO BECOME ACTIVELY INVOLVED IN PROGRAMMED LEARNING. EACH STUDENT WILL SELECT AN AREA OF SKILL DEVELOPMENT OR A GIVEN SOCIAL SCIENCE GENERALIZATION AND CONSTRUCT 2 KINDS OF PROGRAMMED TEXTS: ONE EMBODYING THE LINEAR TECHNIQUE, THE OTHER THE SCRAMBLED METHOD. EACH TEXT WILL CONTAIN NO MORE THAN 30 FRAMES. | 02064 11<br>02064 12<br>02064 13<br>02064 14<br>02064 15<br>02064 16<br>02064 17 |
| *SETTING | INDEPENDENT COLLEGE | 02064 10 |
| *MATERIALS | BLANK | 02064 5 |
| *LEVEL | GRADES 5-8 | 02064 8 |
| *GENERAL | GENERALIST | 02064 7 |
| *HOURS | 5 | 02064 6 |
| *EVALUATION | CRITERIA TO BE EMPLOYED INCLUDE PROVISION FOR: ≥1↑ PROMPTING + CUING, ≥2↑ REPETITION, ≥3↑ REINFORCEMENT OF CORRECT RESPONSES, ≥4↑ FRAGMENTATION IN SMALL SEGMENTS, AND ≥5↑ PROGRESSION FROM SIMPLE TO COMPLEX. | 02064 23<br>02064 24<br>02064 25<br>02064 26 |
| *FILE | PROGRAMMED LEARNING KNOWLEDGE DEVELOPMENT | 02064 9 |

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| *OBJECTIVES | STUDENT WILL TAKE A POSITION REGARDING THE TREATMENT OF CONTROVERSIAL ISSUES IN THE CLASSROOM. ≥SHOULD THE TEACHER STATE HIS POSITION OR REMAIN IMPARTIAL↑ AND DEFEND IT. | 02065 17<br>02065 18<br>02065 19<br>02065 20 |
| *PREREQUISITE | BLANK | 02065 21 |
| *EXPERIENCE | THIS EXPERIENCE CENTERS ON THE TREATMENT OF CONTROVERSIAL ISSUES IN THE CLASSROOM. WE WANT THE STUDENT TO BE ABLE TO WEIGH THE PROS AND CONS INVOLVED IN THE MANNER IN WHICH A TEACHER SHOULD DEAL WITH A CONTROVERSIAL ISSUE: SHOULD HE STATE HIS OWN POSITION ON THE ISSUE, OR SHOULD HE ATTEMPT TO REMAIN IMPARTIAL↑ | 02065 11<br>02065 12<br>02065 13<br>02065 14<br>02065 15<br>02065 16 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 02065 10 |
| *MATERIALS | VIDEO-TAPE OR FILM SHOWING THE TWO APPROACHES DESCRIBED ABOVE. | 02065 5<br>02065 |
| *LEVEL | ALL GRADES | 02065 |
| *GENERAL | ALL CANDIDATES | 02065 |
| *HOURS | 30 MINUTES | 02065 6 |
| *EVALUATION | STUDENT WILL BE ASKED TO REVEAL THE RATIONALE OF HIS POSITION. RATIONALE WILL BE EVALUATED IN TERMS OF ITS CONSEQUENCES FOR THE DEVELOPMENT OF REFLECTIVE THINKING IN PUPILS. | 02065 22<br>02065 23<br>02065 24<br>02065 25 |
| *FILE | INTERACTIONAL ANALYSIS PROBLEMS IN CLASSROOM | 02065 9 |

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| *OBJECTIVES | USING OLIVER AND SHAVER'S ANALYSIS OF PUBLIC CONTROVERSY MODEL, THE STUDENT WILL DEVELOP A LESSON PLAN FOR TEACHING PUPILS TO USE ARGUMENTATIVE INQUIRY IN STUDYING CONTROVERSIAL ISSUES. | 02066 17<br>02066 18<br>02066 19<br>02066 20 |
| *PREREQUISITE | STUDENT SHOULD HAVE READ TEACHING PUBLIC ISSUES IN THE HIGH SCHOOL, BY DONALD OLIVER AND JAMES SHAVER ≥BOSTON: HOUGHTON MIFFLIN, 1966↑ | 02066 21<br>02066 22<br>02066 23 |
| *EXPERIENCE | THERE A NUMBER OF METHODOLOGICAL APPROACHES TEACHING CONTROVERSIAL ISSUES IN THE CLASSROOM. ONE APPROACH THAT HAS PROVEN SUCCESSFUL IN MANY JUNIOR HIGH CLASSROOMS WAS DESIGNED BY OLIVER AND SHAVER AS A PART OF THE HARVARD UNIVERSITY SOCIAL STUDIES PROJECT, THIS APPROACH PROVIDES THE BASIS FOR THIS MODULE. | 02066 11<br>02066 12<br>02066 13<br>02066 14<br>02066 15<br>02066 16 |

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| *SETTING | BLANK | 02066 10 |
| *MATERIALS | BLANK | 02066 5 |
| *LEVEL | GRADES 5-8 | 02066 8 |
| *GENERAL | GENERALIST | 02066 7 |
| *HOURS | 5 | 02066 6 |
| *EVALUATION | THE LESSON PLAN WILL BE EVALUATED IN TERMS OF THESE | 02066 24 |
| | CRITERIA: ≥1↑ IS THERE PROVISION FOR ABSTRACTING GENERAL | 02066 25 |
| | VALUES FROM CONCRETE SITUATIONS^ ≥2↑ ARE GENERAL VALUE | 02066 26 |
| | CONCEPTS DEVELOPED AS DIMENSIONAL CONSTRUCTS^ ≥3↑ ARE | 02066 27 |
| | CONFLICTS BETWEEN VALJES DEVELOPED AS DIMENSIONAL | 02066 28 |
| | CONSTRUCTS^ ≥4↑ IS THERE PROVISION FOR TESTING THE | 02066 29 |
| | RELEVANCE OF STATEMENTS^ | 02066 30 |
| *FILE | LESSON PLAN INSTRUCTION ARGUMENTATIVE INQUIRY | 02066 9 |

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| *OBJECTIVES | GIVEN BACKGROUND INFORMATION ON A GIVEN COMMUNITY, | 00077017 |
| | STUDENT IS ABLE TO WRITE A STATEMENT OF POLICY REGARDING | 00077018 |
| | THE TEACHING OF CONTROVERSIAL ISSUES, AND DEFEND + ORALLY. | 00077019 |
| | STUDENT SHOULD BE SENSITIVE TO CONTROVERSY, HOW IT | 00077020 |
| | DEVELOPS, AND HOW VARIOUS SECTORS OF THE COMMUNITY REACT TO | 00077021 |
| | IT. | 00077022 |
| *EXPERIENCE | THIS MODULE DEALS WITH CONTROVERSIAL ISSUES, AND HOW THEY | 00077011 |
| | SHOULD BE HANDLED IN THE CLASSROOM. THE TEACHING RESOURCE | 00077012 |
| | INVOLVED HERE IS THE CASE STUDY. IN THIS INSTANCE, THE | 00077013 |
| | STUDENT WILL BE ASKED TO READ THE CASE STUDY PRODUCE A | 00077014 |
| | WRITTEN POLICY ON CONTROVERSIAL ISSUES, AND THEN DEFEND | 00077015 |
| | HIS STATEMENT IN A SEMINAR. | 00077016 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), SCHOOL | 00077010 |
| *MATERIALS | NONE | 00077005 |
| *LEVEL | ALL GRADES | 00077008 |
| *GENERAL | SPECIALIST | 00077007 |
| *HOURS | 3 | 00077006 |
| *EVALUATION | PROFESSOR WILL COMPARE STUDENTS WRITTEN WORK AND ORAL | 00077023 |
| | PRESENTATION AGAINST CRITERIA HE HAS PREPARED IN ADVANCE. | 00077024 |
| *FILE | CASE STUDY SEMINAR, SOCIAL PROBLEMS INSTRUCTION | 00077009 |

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| *OBJECTIVES | INTERVIEWS LOCAL CITIZENS IN ATTEMPT TO DETERMINE EXTENT | 02067 21 |
| | TO WHICH LOCAL NEWS MEDIA HAVE AFFECTED THEIR ATTITUDES | 02067 22 |
| | TOWARD AND UNDERSTANDING OF A CONTROVERSIAL ISSUE | 02067 23 |
| | AFFECTING THE COMMUNITY. | 02067 24 |
| *PREREQUISITE | STUDENT SHOULD BE ACQUAINTED WITH TECHNIQUES OF CONDUCTING | 02067 25 |
| | A PERSONAL INTERVIEW. | 02067 26 |
| *EXPERIENCE | HERE WE WANT THE STUDENT TO BECOME SENSITIZED TO THE | 02067 13 |
| | POWER OF THE NEWS MEDIA IN SHAPING PUBLIC POLICY. BY | 02067 14 |
| | NEWS MEDIA WE ARE REFERRING TO NEWSPAPERS, RADIO | 02067 15 |
| | STATIONS, TELEVISION STATIONS, AND MAGAZINES.↑ THE | 02067 16 |
| | EXPERIENCE WOULD INVOLVE ASSIGNING THE STUDENTS TO GO OUT | 02067 17 |
| | INTO THE COMMUNITY AND INTERVIEW CITIZENS, IN AN ATTEMPT | 02067 18 |
| | TO DETERMINE THE EXTENT TO WHICH THE NEWS MEDIA AFFECT | 02067 19 |
| | THEIR POSITIONS REGARDING CONTROVERSIAL ISSUES. THE | 02067 20 |
| | STUDENTS WOULD SUBMIT WRITTEN REPORTS OF THEIR INTERVIEWS | 02067 21 |
| | TO THE METHODS INSTRUCTOR | 02067 22 |
| *SETTING | INDEPENDENT COLLEGE | 02067 10 |
| *MATERIALS | NONE | 02067 5 |
| *LEVEL | ALL GRADES | 02067 8 |
| *GENERAL | ALL CANDIDATES | 02067 7 |
| *HOURS | 5 | 02067 6 |
| *EVALUATION | COMPARE WRITTEN REPORTS OF STUDENTS IN ATTEMPT TO | 02067 27 |
| | ESTABLISH THE ACCURACY OF THEIR PERCEPTIONS. | 02067 28 |
| *FILE | MASS MEDIA PUBLIC POLICY SOCIAL PROBLEMS | 02067 9 |

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| *OBJECTIVES | WHILE VIEWING THE FILM, INTER-NATION SIMULATION ≥PRODUCED | 02066 16 |
| | BY THE SOCIAL SCIENCE TEACHING INSTITUTE AT MICHIGAN STATE | 02066 17 |
| | UNIVERSITY≤ THE STUDENT WILL SUGGEST WAYS OF DEVELOPING | 02066 18 |
| | OTHER SIMULATION GAMES FOR USE IN GRADES 5-8. | 02066 19 |
| *PREREQUISITE | STUDENT SHOULD HAVE RECEIVED BRIEF EXPOSURE TO THE NATURE | 02066 20 |
| | AND PURPOSE OF SIMULATION. | 02066 21 |
| *EXPERIENCE | ONE OF THE NEWEST AND MOST PROMISING INNOVATIONS IN THE | 02066 11 |
| | SOCIAL STUDIES IS SIMULATION. ALTHOUGH MOST SIMULATION | 02066 12 |
| | GAMES ARE DESIGNED FOR USE IN THE SECONDARY GRADES AND AT | 02066 13 |
| | COLLEGE LEVEL, THERE IS EVERY REASON TO BELIEVE THAT THESE | 02066 14 |
| | GAMES WILL IN TIME BE USED IN THE UPPER ELEMENTARY GRADES. | 02066 15 |
| *SETTING | LARGE GROUP COLLEGE | 02066 10 |
| *MATERIALS | COPIES OF THE INTER-NATION SIMULATION KIT ≥PUBLISHED BY S. | 02066 5 |
| | R.A.† | 02066 |
| *LEVEL | GRADES 5-8 | 02066 8 |
| *GENERAL | GENERALIST | 02066 7 |
| *HOURS | 45 MINUTES | 02066 6 |
| *EVALUATION | STUDENTS≤ SUGGESTIONS FOR SIMULATION GAMES WILL BE | 02066 23 |
| | EVALUATED IN TERMS OF THE DEGREE TO WHICH THEY: ≥1† | 02066 23 |
| | PROMOTE THE DEVELOPMENT OF INQUIRY SKILLS. ≥2† ARE | 02066 22 |
| | CONSISTENT WITH THE EXPERIMENTIAL BACKGROUNDS OF PUPILS. | 02066 23 |
| | ≥3† TAKE INTO ACCOUNT HIS LEVEL OF MATURATION, READING | 02066 24 |
| | ABILITY, WRITING ABILITY. | 02066 25 |
| *FILE | SIMULATION BEHAVIOR ANALYSIS | 02066 9 |

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| *OBJECTIVES | IS ABLE TO WORK COOPERATIVELY WITH PUPILS IN PLANNING A | 02069 15 |
| | FIELD TRIP.≥HERE WE ARE EMPHASIZING THE IMPORTANCE OF | 02069 16 |
| | ASSIGNING RESPONSIBILITIES TO STUDENTS AND PLANNING TO | 02069 17 |
| | AVOID UNPLEASANT OR DANGEROUS EVENTUALITIES.† | 02069 18 |
| *PREREQUISITE | STUDENT SHOULD HAVE HAD PREVIOUS EXPERIENCE IN WORKING | 02069 19 |
| | WITH CHILDREN. | 02069 20 |
| *EXPERIENCE | THIS MODULE DEALS WITH FIELD TRIPS. UNIVERSALLY THE FIELD | 02069 31 |
| | TRIP IS REGARDED AS AN IMPORTANT ELEMENT IN SOCIAL STUDIES | 02069 12 |
| | CLASSES. FOR THIS REASON, PROSPECTIVE TEACHERS SHOULD | 02069 13 |
| | KNOW HOW TO PLAN, EXECUTE, AND EVALUATE A FIELD TRIP. | 02069 14 |
| *SETTING | LARGE GROUP COLLEGE | 02069 10 |
| *MATERIALS | NONE | 02069 5 |
| *LEVEL | ALL GRADES | 02069 8 |
| *GENERAL | GENERALIST | 02069 7 |
| *HOURS | 30 MINUTES | 02069 6 |
| *EVALUATION | THE DEGREE OF SUCCESS THE STUDENT ATTAINS IN PLANNING A | 02069 21 |
| | FIELD TRIP WITH HIS ELEMENTARY PUPILS WILL BE DETERMINED | 02069 22 |
| | BY HOW SMOOTH THE TRIP PROVES TO BE. WERE EVENTUALITIES | 02069 23 |
| | ANTICIPATED^ DID THE PUPILS FIND THAT THE TRIP MET THEIR | 02069 24 |
| | EXPECTATIONS^ | 02069 25 |
| *FILE | FIELD TRIPS PLAN EXECUTED EVALUATION COOPERATIVE | 02069 9 |
| | PLANNING | 02069 |

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| *OBJECTIVES | IS ABLE TO CONDUCT A SUCCESSFUL FIELD TRIP. | 02070 12 |
| *PREREQUISITE | STUDENT SHOULD HAVE PLANNED FIELD TRIP WITH PUPILS. | 02070 13 |
| *EXPERIENCE | CONDUCTION OF A FIELD TRIP. | 02070 11 |
| *SETTING | COMMUNITY | 02070 10 |
| *MATERIALS | NONE | 02070 5 |
| *LEVEL | ALL GRADES | 02070 8 |
| *GENERAL | GENERALIST | 02070 7 |
| *HOURS | 30 MINUTES | 02070 6 |
| *EVALUATION | THE ELEMENTARY PUPILS WILL BE ASKED TO IDENTIFY WHAT THEY | 02070 14 |

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| | LIKED AND DISLIKED ABOUT THE FIELD TRIP. WHAT THEY LEARNED AS A RESULT OF THE FIELD TRIP, AND SUGGEST WAYS OF IMPROVING FUTURE FIELD TRIPS. | 02070 15<br>02070 16<br>02070 17 |
| *FILE | FIELD TRIP | 02070 9 |

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| *OBJECTIVES | STUDENT IS ABLE TO DEMONSTRATE THE CONCEPT OF GREAT CIRCLE ROUTES TO A CLASS OF PUPILS. | 00079015<br>00079016 |
| *PREREQUISITE | STUDENT SHOULD HAVE RECEIVED PREVIOUS INSTRUCTION IN MAP AND GLOBE SKILLS, AND IN TESTING FOR GEOGRAPHIC SKILLS. | 00079017<br>00079018 |
| *EXPERIENCE | THIS IS THE FIRST OF THREE MODULES DEALING WITH THE ABILITY TO USE DIFFERENT APPROACHES IN TEACHING THE SAME CONCEPT: GREAT CIRCLE ROUTES. THE FIRST MODULE INVOLVES THE MORE TRADITIONAL, EXPOSITORY TYPE OF TEACHING. | 00079011<br>00079012<br>00079013<br>00079014 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), SCHOOL | 00079010 |
| *MATERIALS | LARGE GLOBE | 00079005 |
| *LEVEL | GRADES 5-8 | 00079008 |
| *GENERAL | ALL CANDIDATES | 00079007 |
| *HOURS | 10 MINUTES | 00079006 |
| *EVALUATION | A VIDEO TAPE WILL BE MADE OF THE STUDENT'S PRESENTATION. LATER, HE, A FEW OTHER STUDENTS, AND A COLLEGE PROFESSOR WILL COLLECTIVELY ANALYZE HIS PERFORMANCE. ALSO, THE STUDENT WILL GIVE A PAPER AND PENCIL TEST ON GREAT CIRCLE ROUTES TO THE CLASS. | 00079019<br>00079020<br>00079021<br>00079022<br>00079023 |
| *FILE | INSTRUCTION GEOGRAPHY GLOBE | 00079009 |

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| *OBJECTIVES | GIVEN A SET OF CRITERIA ON TEXTBOOKS, AND AN INSTRUCTIONAL GUIDE OR A GIVEN SCHOOL DISTRICT, THE STUDENT CAN APPLY THESE CRITERIA IN EVALUATING 6 TEXTBOOKS WRITTEN FOR USE ON A GIVEN GRADE LEVEL OF THAT SCHOOL DISTRICT. | 02071 14<br>02071 15<br>02071 16<br>02071 17 |
| *PREREQUISITE | STUDENT SHOULD HAVE A THOROUGH UNDERSTANDING OF CRITERIA USED IN TEXTBOOK EVALUATION, AND SHOULD KNOW HOW TO SECURE COPIES OF TEXTBOOKS FOR EXAMINATIONS. | 02071 18<br>02071 19<br>02071 20 |
| *EXPERIENCE | THIS MODULE CENTERS ON SOCIAL STUDIES TEXTBOOKS. IT WANT TO SENSITIZE PERSPECTIVE TEACHERS TO THE VARIETY OF TEXTBOOKS, AND TO THEIR LIMITATIONS. | 02071 11<br>02071 12<br>02071 13 |
| *SETTING | LARGE GROUP COLLEGE | 02071 10 |
| *MATERIALS | COPIES OF SOCIAL STUDIES TEXTBOOKS FOR GRADES 1-8 | 02071 5 |
| *LEVEL | GRADES 1-4 GRADES 5-8 | 02071 8 |
| *GENERAL | GENERALIST | 02071 7 |
| *HOURS | 5 | 02071 6 |
| *EVALUATION | COMPARE STUDENT EVALUATIONS OF TEXTBOOKS WITH THOSE WRITTEN BY TEACHERS IN THE SAME SCHOOL DISTRICT. | 02071 21<br>02071 22 |
| *FILE | TEXTBOOKS VARIETY + LIMITATIONS EVALUATION | 02071 9 |

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| *OBJECTIVES | STUDENT WILL READ THREE CONFLICTING ACCOUNTS OF THE BOSTON MASSACRE, AND THEN WRITE A BRIEF 2-DAY LESSON PLAN A . DEMONSTRATING HOW HE WOULD USE THESE ACCOUNTS IN DEVELOPING INQUIRY SKILLS IN UPPER ELEMENTARY GRADE PUPILS | 02072 16<br>02072 17<br>02072 18<br>02072 19 |
| *PREREQUISITE | STUDENT SHOULD BE AWARE OF THE BASIC RESEARCH SKILLS EMPLOYED BY HISTORIANS. | 02072 20<br>02072 21 |
| *EXPERIENCE | UNITED STATES HISTORY PROVIDES AN EXCELLENT SOURCE FOR TEACHING INQUIRY SKILLS. OFTEN ONE IS ABLE TO LOCATE OLD DIARIES, LETTERS, NEWSPAPERS, HAND BILLS, AND OTHER SOURCE MATERIAL THAT MAY GIVE CONFICTING INFORMATION ABOUT A GIVEN TOPIC. | 02072 11<br>02072 12<br>02072 13<br>02072 14<br>02072 15 |
| *SETTING | INDEPENDENT COLLEGE | 02072 10 |
| *MATERIALS | BLANK | 02072 5 |
| *LEVEL | GRADES 5-8 | 02072 8 |

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| *GENERAL | GENERALIST | 02072 7 |
| *HOURS | 2 | 02072 8 |
| *EVALUATION | SEE MODULE 2073 | 02072 22 |
| *FILE | INQUIRY SKILLS LESSON PLAN INSTRUCTIONAL TECHNIQUES | 02072 9 |

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| *OBJECTIVES | STUDENT WILL MICRO-TEACH THE BOSTON MASSACRE TO THREE | 02073 13 |
| | DIFFERENT GROUPS OF PUPILS DRAWN FROM THE SAME CLASS. | 02073 14 |
| | THESE GROUPS WILL BE OF HIGH, AVERAGE, AND LOW | 02073 15 |
| | ACHIEVEMENT. | 02073 16 |
| *PREREQUISITE | SEE OBJECTIVE OF PREVIOUS MODULE. | 02073 17 |
| *EXPERIENCE | FOR LEARNING HOW TO DEVELOP INQUIRY SKILLS THE CANIDATE | 02073 11 |
| | WILL MICRO-TEACH A HISTORICAL EVENT. | 02073 12 |
| *SETTING | INDEPENDENT COLLEGE | 02073 13 |
| *MATERIALS | BLANK | 02073 5 |
| *LEVEL | GRADES 5-8 | 02073 6 |
| *GENERAL | GENERALIST | 02073 7 |
| *HOURS | 2 | 02073 8 |
| *EVALUATION | THE QUALITY OF THE STUDENTS' LESSON PLAN >DEVELOPED IN | 02073 18 |
| | PREVIOUS MODULE< AND THEIR ABILITY AS TEACHERS WILL BE | 02073 19 |
| | EVALUATED BY THE INSTRUCTOR OF THE METHODS COURSE, WHO | 02073 20 |
| | WILL VIEW VIDEO TAPES OF BOTH MICRO-TEACHING SITUATIONS. | 02073 21 |
| *FILE | MICRO, TEACHING INQUIRY SKILLS | 02073 9 |

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| *OBJECTIVES | STUDENTS CAN DEVELOP THEIR OWN INSTRUMENTS FOR ASSESSING | 02074 19 |
| | ELEMENTARY PUPILS' SELF-CONCEPT. | 02074 20 |
| *PREREQUISITE | STUDENTS SHOULD BE FAMILIAR WITH THE DRAW A MAN TEST, THE | 02074 21 |
| | PIERCE-HARRIS TEST, AND BROOKOVER'S TESTS IN ASCERTAINING | 02074 22 |
| | SELF-CONCEPT. | 02074 23 |
| *EXPERIENCE | THIS GENERALLY ACKNOWLEDGED THAT SELF-CONCEPT PLAYS AN | 02074 11 |
| | IMPORTANT ROLE IN LEARNING. PRESUMABLY ONE OF THE MOST | 02074 12 |
| | EFFECTIVE MEANS OF LEARNING HOW CHILDREN REGARD | 02074 13 |
| | THEMSELVES IS BY ADMINISTERING SOME FORM OF PROJECTIVE | 02074 14 |
| | INSTRUMENT TO THEM. ALTHOUGH THESE INSTRUMENTS DO EXIST, | 02074 15 |
| | THERE ARE SO MANY SITUATIONAL VARIABLES EXISTING IN | 02074 16 |
| | ELEMENTARY CLASSROOMS, THAT IN MANY INSTANCES THE TEACHER | 02074 17 |
| | IS COMPELLED TO CONSTRUCT HIS OWN. | 02074 18 |
| *SETTING | OTHER >SPECIFY, TEAM OF 3 COLLEGE | 02074 13 |
| *MATERIALS | BLANK | 02074 5 |
| *LEVEL | ALL GRADES | 02074 8 |
| *GENERAL | GENERALIST | 02074 7 |
| *HOURS | 4 | 02074 6 |
| *EVALUATION | STUDENTS, WORKING IN TEAMS OF 3, WILL ADMINISTER THEIR OWN | 02074 24 |
| | SELF-CONCEPT TESTS TO ELEMENTARY PUPILS. THEN THEY WILL | 02074 25 |
| | COMPARE THEIR RESULTS WITH DATA OBTAINED FROM PUPIL | 02074 26 |
| | PERSONNEL FOLDERS AND FROM ELEMENTARY TEACHERS. | 02074 27 |
| *FILE | SELF-CONCEPT INSTRUMENTS | 02074 9 |

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| *OBJECTIVES | ASCERTAIN THE LEVEL OF SELF-CONCEPT OF CHILDREN FROM | 02075 18 |
| | DIFFERENT HOME ENVIRONMENTS. | 02075 19 |
| *PREREQUISITE | STUDENTS SHOULD BE AWARE OF WHAT SELF-CONCEPT ACTUALLY | 02075 20 |
| | MEANS, AND SHOULD HAVE HAD | 02075 21 |
| *EXPERIENCE | STUDENTS WILL INTERVIEW SEVERAL CHILDREN IN UPPER-, | 02075 11 |
| | MIDDLE-, AND LOWER-CLASS SCHOOLS. THESE INTERVIEWS WOULD | 02075 12 |
| | BE BRIEF, LASTING NO LONGER THAN 15-20 MINUTES. STUDENTS | 02075 13 |
| | WILL ASK SUCH QUESTIONS AS: >1< DO YOU HAVE MANY FRIENDS~ | 02075 14 |
| | >2< IF YOU COULD LIVE ANYWHERE IN THE WORLD, WHERE WOULD | 02075 15 |
| | YOU WANT TO LIVE~ >3< WHAT DO YOU WANT TO BE WHEN YOU | 02075 16 |
| | GROW UP~/ETC. | 02075 17 |

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| *SETTING | INDEPENDENT SCHOOL | 02075 10 |
| *MATERIALS | BLANK | 02075 5 |
| *LEVEL | ALL GRADES | 02075 8 |
| *GENERAL | GENERALIST | 02075 7 |
| *HOURS | 3 | 02075 6 |
| *EVALUATION | COMPARE RESULTS OF INTERVIEWS TO DETERMINE ACCURACY OF STUDENTS' PERCEPTIONS. | 02075 22<br>02075 23 |
| *FILE | INTERVIEW SELF-CONCEPT INVIRNOMENT | 02075 9 |

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| *OBJECTIVES | STUDENTS, WORKING TOGETHER IN TEAMS OF 3-5, CAN DEVELOP A RESOURCE UNIT CENTERING UPON A SOCIAL SCIENCE CONCEPT (SUPPLY AND DEMAND, REVOLUTION, REGIONALISM, COLONIALISM, ROLE AND STORES, FOR EXAMPLE). | 02076 21<br>02076 22<br>02076 23<br>02076 24 |
| *PREREQUISITE | STUDENTS SHOULD BE KNOWLEDGABLE REGARDING THE CHARACTERISTICS AND PURPOSES OF RESOURCE UNITS, THE WIDE RANGE OF INSTRUCTIONAL RESOURCES AVAILABLE, AND THE FORM AND STYLE OF WRITING A UNIT. | 02076 25<br>02076 26<br>02076 27<br>02076 28 |
| *EXPERIENCE | ONE OF THE BASIC METHODS OF ORGANIZING LEARNING EXPERIENCES FOR SOCIAL STUDIES TEACHING IS THE RESOURCE UNIT. AS USED HERE, A RESOURCE UNIT IS AN EXHAUSTIVE COLLECTION OF MATERIALS BEARING ON A GIVEN SOCIAL SCIENCE TOPIC. TYPICALLY, RESOURCE UNITS ARE DEVELOPED BY TEAMS OF TEACHERS (OR STUDENTS WHO ASPIRE TO BECOME TEACHERS). THE UNITS CAN BE USED ON MORE THAN ONE GRADE LEVEL, AND TEND TO CONTAIN THESE SECTIONS: OBJECTIVES, INSTRUCTIONAL STRATEGIES, EVOLUATION, AND A LIST OF INSTRUCTIONAL MATERIALS. | 02076 11<br>02076 12<br>02076 13<br>02076 14<br>02076 15<br>02076 16<br>02076 17<br>02076 18<br>02076 19<br>02076 20 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02076 10 |
| *MATERIALS | BLANK | 02076 5 |
| *LEVEL | ALL GRADES | 02076 8 |
| *GENERAL | ALL CANDIDATES | 02076 7 |
| *HOURS | 10 | 02076 6 |
| *EVALUATION | RESOURCE UNITS WILL BE COMPARED WITH CRITERIA FOR RESOURCE UNITS STATED BY WILHELMINA HILL IN UNIT PLANNING AND TEACHING IN ELEMENTARY SOCIAL STUDIES, U.S. OFFICE OF EDUCATION BULLETIN NO.23,1963, OR WITH CRITERIA FORMULATED JOINTLY BY MEMBERS OF THE CLASS. | 02076 29<br>02076 30<br>02076 31<br>02076 32<br>02076 33 |
| *FILE | RESOURCE UNIT TEAM PLANNING | 02076 9 |

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| *OBJECTIVES | THE STUDENT, WORKING INDEPENDENTLY, CAN DEVELOP A TEACHING UNIT CENTERING UPON A GIVEN SOCIAL SCIENCE CONCEPT. | 02077 17<br>02077 18<br>02077 19 |
| *PREREQUISITE | STUDENT SHOULD HAVE PREPARED THE RESOURCE UNIT WHICH PROVIDES THE NUCLEUS OF HIS TEACHING UNIT. | 02077 20<br>02077 21 |
| *EXPERIENCE | ONCE A STUDENT HAS DEVELOPED A RESOURCE UNIT, HE IS READY TO TAKE A PORTION OF THE UNIT AND DEVELOP IT INTO A TEACHING UNIT. THE TEACHING UNIT IS DESIGNED FOR A GROUP OR CLASS OF PUPILS OF A GIVEN GRADE LEVEL, WHO HAVE ATTAINED A SPECIFIED LEVEL OF ACHIEVEMENT IN THE SOCIAL STUDIES PROGRAM. | 02077 11<br>02077 12<br>02077 13<br>02077 14<br>02077 15<br>02077 16 |
| *SETTING | INDEPENDENT COLLEGE | 02077 10 |
| *MATERIALS | BLANK | 02077 5 |
| *LEVEL | ALL GRADES | 02077 8 |
| *GENERAL | GENERALIST | 02077 7 |
| *HOURS | 10 | 02077 6 |
| *EVALUATION | SAME EVALUATIONS AS USED IN PRECEDING MODULE. | 02077 22 |
| *FILE | RESOURCE UNIT TEACHING UNIT SOCIAL SCIENCE CONCEPT | 02077 9 |

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| *OBJECTIVES | WHILE DEVELOPING A TEACHING OR RESOURCE UNIT, THE STUDENT | 02078 | 23 |
| | GIVES EVIDENCE OF HIS AWARENESS OF THE POTENTIAL | 02078 | 24 |
| | CONTRIBUTIONS OF OTHER SUBJECT AREAS. | 02078 | 25 |
| | | 02078 | 26 |
| *PREREQUISITE | BLANK | 02078 | 10 |
| *EXPERIENCE | THIS MODULE DEALS WITH POINTS OF CONVERGENCE AND | 02078 | 11 |
| | DIVERGENCE BETWEEN THE SOCIAL STUDIES AND OTHER AREAS OF | 02078 | 12 |
| | THE CURRICULUM. THE SOCIAL STUDIES SHOULD NOT BE TAUGHT | 02078 | 13 |
| | IN ISULATION FROM THE OTHER SCHOOL SUBJECTS. IN VARYING | 02078 | 14 |
| | DEGREES EVERY AREA OF THE ELEMENTARY PROGRAM HAS RELEVANCE | 02078 | 15 |
| | FOR THE SOCIAL STUDIES. UNDERLYING THE TOTAL SOCIAL | 02078 | 16 |
| | STUDIES PROGRAM ARE THE SKILLS OF COMMUNICATION-READING, | 02078 | 17 |
| | WRITING, LISTENING, AND SPEAKING. IN ADDITION, | 02078 | 18 |
| | MATHEMATICS AND THE SCIENCES HAVE GREAT RELEVANCE FOR | 02078 | 19 |
| | TEACHING PHYSICAL GEOGRAPHY, MUSIC AND ART PROVIDE | 02078 | 20 |
| | IMPORTANT VEHICLES FOR UNDERSTANDING THE PROBLEMS, | 02078 | 21 |
| | ASPIRATIONS, AND DESIRES OF A NATION OR SOCIETY. | 02078 | 22 |
| *SETTING | COLLEGE | 02078 | 10 |
| *MATERIALS | BLANK | 02078 | 5 |
| *LEVEL | ALL GRADES | 02078 | 8 |
| *GENERAL | GENERALIST | 02078 | 7 |
| *HOURS | 2 | 02078 | 6 |
| *EVALUATION | THE INSTRUCTOR WILL EXAMINE A STUDENTSS TEACHING OR | 02078 | 27 |
| | RESOURCE UNIT, TO DETERMINE EXTENT TO WHICH THE STUDENT | 02078 | 28 |
| | HAS INCORPORATED SKILLS, UNDERSTANDINGS, AND ATTITUDES | 02078 | 29 |
| | BORROWED FROM OTHER AREAS OF THE CURRICULUM. | 02078 | 30 |
| *FILE | INTERDISIPLINARY APPROACH TEACHING UNIT AUXILIARY | 02078 | 9 |
| | SUBJECT AREAS | 02078 | |

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| *OBJECTIVES | DEMONSTRATES BY CONSTRUCTING A FLOW CHART THE | 02079 | 16 |
| | RELATIONSHIPS EXISTING BETWEEN A GIVEN SET OF BEHAVIORAL | 02079 | 17 |
| | OBJECTIVES, INSTRUCTIONAL TECHNIQUES, AND EVALUATIVE | 02079 | 18 |
| | PROCEDURES. | 02079 | 19 |
| *PREREQUISITE | STUDENT SHOULD SOME AWARENESS OF FUNCTION OF EDUCATIONAL | 02079 | 20 |
| | OBJECTIVES IN PLANNING, IMPLEMENTING, AND EVALUATING | 02079 | 21 |
| | INSTRUCTION AND SOME EXPERIENCE IN STATING OBJECTIVES | 02079 | 22 |
| | BEHAVIORALLY. | 02079 | 23 |
| *EXPERIENCE | LECTURE + CLASS DISCUSSION STUDENTS AND INSTRUCTOR WILL | 02079 | 11 |
| | EXPLORE RELATIONSHIP BETWEEN OBJECTIVES, TEACHING | 02079 | 12 |
| | STRATEGY, AND EVALUATION AS A CRUCIAL ELEMENT IN ALL | 02079 | 13 |
| | TEACHING. IT IS PARTICULARLY IMPORTANT IN SOCIAL STUDIES, | 02079 | 14 |
| | A FIELD THAT TENDS TO BE EXCEEDINGLY BROAD AND DIFFUSE. | 02079 | 15 |
| *SETTING | | 02079 | 10 |
| *MATERIALS | BLANK | 02079 | 5 |
| *LEVEL | ALL GRADES | 02079 | 8 |
| *GENERAL | GENERALIST | 02079 | 7 |
| *HOURS | 2 | 02079 | 6 |
| *EVALUATION | SEE OBJECTIVE FOR BEHAVIOR TO BE EVALUATED | 02079 | 24 |
| *FILE | EVALUATION TEACHING STRATEGY FLOW CHART ON BEHAVIORAL | 02079 | 9 |
| | OBJECTIVES | 02079 | |

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| *OBJECTIVES | ANALYZES STANDARDIZED ACHIEVEMENT TESTS (S.T.E.P., S.A.T., | 02080 | 16 |
| | IOWA, CALIFORNIA, ETC.) WITH A VIEW TOWARD ASSESSING THEIR | 02080 | 17 |
| | STRENGTHS AND WEAKNESSES IN MEASURING SOCIAL STUDIES | 02080 | 18 |
| | LEARNING IN A GIVEN INSTRUCTIONAL SITUATION. | 02080 | 19 |
| *PREREQUISITE | STUDENT SHOULD BE AWARE OF NATURE AND PURPOSE OF | 02080 | 20 |
| | STANDARDIZED ACHIEVEMENT TESTS. | 02080 | 21 |
| *EXPERIENCE | THIS MODULE DEALS WITH STANDARDIZED ACHIEVEMENT TESTS USED | 02080 | 11 |
| | IN MEASURING SOCIAL STUDIES LEARNINGS. WE BELIEVE THAT | 02080 | 12 |
| | STUDENTS SHOULD NOT ONLY BE FAMILIAR WITH THESE | 02080 | 13 |

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| | INSTRUMENTS, BUT, MORE IMPORTANT, THEY SHOULD KNOW THEIR | 02080 | 14 |
| | STRENGTHS AND WEAKNESSES. | 02080 | 15 |
| *SETTING | COLLEGE | 02080 | 10 |
| *MATERIALS | COPIES OF THE SOCIAL STUDIES SECTIONS OF THE S.T.E.P., S. | 02080 | 5 |
| | A.T., IOWA, AND CALIFORNIA TESTS. | 02080 | |
| *LEVEL | ALL GRADES | 02080 | 8 |
| *GENERAL | GENERALIST | 02080 | 7 |
| *HOURS | 4 | 02080 | 6 |
| *EVALUATION | STUDENTS' ANALYSES OF STANDARDIZED ACHIEVEMENT TESTS CAN | 02080 | 22 |
| | BE COMPARED WITH PUBLISHED REVIEWS APPEARING IN BUROS' | 02080 | 23 |
| | YEARBOOKS OF MENTAL MEASUREMENTS, AND IN THE PROFESSIONAL | 02080 | 24 |
| | JOURNALS. | 02080 | 25 |
| *FILE | ACHIEVEMENT TESTS STRENGTHS + WEAKNESSES | 02080 | 9 |

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| *OBJECTIVES | ABILITY TO RECOGNIZE VARIOUS KINDS OF EVALUATION | 02081 | 20 |
| | TECHNIQUES AND INSTRUMENTS. | 02081 | 21 |
| *PREREQUISITE | AWARE OF WIDE RANGE OF METHODS OF EVALUATION AND | 02081 | 22 |
| | STRENGTHS AND LIMITATIONS OF EACH. | 02081 | 23 |
| *EXPERIENCE | LECTURE AND/OR CLASS DISCUSSION STUDENTS AND INSTRUCTOR | 02081 | 11 |
| | SHOULD CLASSIFY VARIOUS MEANS OF EVALUATION--FORMAL AND | 02081 | 12 |
| | INFORMAL AND MEASURING INSTRUMENTS OF VARIOUS KINDS | 02081 | 13 |
| | 'STANDARDIZED ACHIEVEMENT TEST, SO-CALLED I.Q.' TESTS, | 02081 | 14 |
| | PSYCHOLOGICAL TESTS, TEACHER MADE TESTS'. THE AIM IS | 02081 | 15 |
| | GIVING THE STUDENT A NOTION OF EVALUATION AS A MANY | 02081 | 16 |
| | FACETED PROCESS AND AS AN ON-GOING PROCESS. STUDENT | 02081 | 17 |
| | SHOULD ACQUIRE SOME SOPHISTICATION IN APPLYING PARTICULAR | 02081 | 18 |
| | KINDS OF EVALUATIVE TECHNIQUES TO PARTICULAR SITUATIONS. | 02081 | 19 |
| *SETTING | OTHER 'SPECIFY' 25 COLLEGE | 02081 | 10 |
| *MATERIALS | BLANK | 02081 | 5 |
| *LEVEL | ALL GRADES | 02081 | 8 |
| *GENERAL | GENERALIST | 02081 | 7 |
| *HOURS | 2 | 02081 | 6 |
| *EVALUATION | STUDENTS AND INSTRUCTOR WILL COMPARE EVALUATIVE METHODS | 02081 | 24 |
| | WITH CORRESPONDING OBJECTIVES TO DISCOVER EXTENT TO WHICH | 02081 | 25 |
| | EVALUATIVE METHOD REVEALS THAT PUPILS HAVE MADE PROGRESS | 02081 | 26 |
| | TOWARD ATTAINMENT OF EDUCATIONAL OBJECTIVES. | 02081 | 27 |
| *FILE | EVALUATION FORMAL + INFORMAL INSTRUMENTS FOR EVALUATION | 02081 | 9 |

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|---|---|---|---|
| *OBJECTIVES | GIVEN A SERIES OF INSTRUMENTS FOR USE IN ANALYZING THE | 02082 | 15 |
| | COMPOSITION OF AN ELEMENTARY CLASS, THE STUDENT WILL | 02082 | 16 |
| | SELECT THE ONE MOST LIKELY TO GIVE HIM THE MOST RELIABLE | 02082 | 17 |
| | RESULTS. | 02082 | 18 |
| *PREREQUISITE | STUDENTS SHOULD BE FAMILIAR WITH INSTRUMENTS FOR USE IN | 02082 | 19 |
| | ANALYZING THE COMPOSITION OF A CLASS. | 02082 | 20 |
| *EXPERIENCE | INDEPENDENT WORK THIS MODULE AND 2083 +2084 DEAL WITH THE | 02082 | 11 |
| | PROBLEM OF ANALYZING THE COMPOSITION OF A CLASS AND USING | 02082 | 12 |
| | THIS INFORMATION AS A BASIS FOR MAKING JUDICIOUS DECISIONS | 02082 | 13 |
| | REGARDING GROUPING OF PUPILS FOR INSTRUCTIONAL PURPOSES. | 02082 | 14 |
| *SETTING | INDEPENDENT COLLEGE | 02082 | 10 |
| *MATERIALS | BLANK | 02082 | 5 |
| *LEVEL | ALL GRADES | 02082 | 8 |
| *GENERAL | GENERALIST | 02082 | 7 |
| *HOURS | 30 | 02082 | 6 |
| *EVALUATION | HOW SOUNDLY DOES STUDENT SELECT EVALUATIVE INSTRUMENTS | 02082 | 21 |
| | FOR PURPOSE AT HAND. | 02082 | 22 |
| *FILE | CLASS COMPOSITION GROUP STRUCTIVE RELIABILITY OF | 02082 | 9 |
| | INSTRUMENTS | 02082 | |

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*OBJECTIVES    GIVEN THE NEED TO CONSTRUCT, ADMINISTER, AND INTERPRET      00075013
               AN INTEREST INVENTORY, STUDENT WILL ACCOMPLISH THIS TASK    00075014
               IN AN EFFECTIVE MANNER.                                     00075015
*PREREQUISITE  STUDENT SHOULD BE AWARE OF PURPOSES OF AN INTEREST          00075016
               INVENTORY, AND SHOULD ALSO BE AWARE OF CONVENTIONAL         00075017
               TECHNIQUES FOR DEVELOPMENT, ADMINISTRATION, AND             00075018
               INTERPRETATION.                                             00075019
*EXPERIENCE    THIS MODULE DEALS WITH APPLICATION OF KNOWLEDGE             00075011
               CONCERNING THE USE OF INTEREST INVENTORIES.                 00075012
*SETTING       BLANK, SCHOOL                                               00075010
*MATERIALS     EXAMPLES OF VARIOUS TYPES OF INTEREST INVENTORIES.          00075005
*LEVEL         ALL GRADES                                                  00075004
*GENERAL       SPECIALIST                                                  00075007
*HOURS         5                                                           00075006
*EVALUATION    STUDENTS CLINICAL PROFESSOR AND METHODS PROFESSOR           00075020
               WILL COMPARE INTEREST INVENTORY ADMINISTERED BY STUDENT      00075021
               WITH CRITERIA FOR SUCH AN EVALUATION DEVICE.                00075022
               WITH CRITERIA FOR SUCH AN EVALUATIVE DEVICE.                00075023
*FILE          INTEREST INVENTORIES  TEST:ADMINISTRATION  NEEDS            00075009
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*OBJECTIVES    TRAINING IN ABILITY TO ADMINISTER SOCIOGRAM                 02083 14
*PREREQUISITE  AWARE OF NATURE AND PURPOSE OF SOCIOGRAM.  SHOULD HAVE      02083 15
               EXAMINED REPRESENTATVIE SOCIOGRAMS.                         02083 16
*EXPERIENCE    ADMINISTRATION OF SOCIOGRAM STUDENT WILL ADMINISTER          02083 11
               SOCIOGRAM IN ELEMENTARY CLASSROOM, PREFERABLY A FAMILIAR    02083 12
               GROUP OF YOUNGSTERS.                                        02083 13
*SETTING       INDEPENDENT  SCHOOL                                         02083 10
*MATERIALS     BLANK                                                       02083  5
*LEVEL         ALL GRADES                                                  02083  8
*GENERAL       ALL CANDIDATES                                              02083  7
*HOURS         30                                                          02083  6
*EVALUATION    SOCIOGRAM WILL BE EVALUATED ACCORDING TO EXTENT TO WHICH    02083 17
               IT MEETS ACCEPTED CRITERIA FOR SOCIOGRAMS.                  02083 18
*FILE          SOCIOGRAM  ADMINISTRATION                                   02083  9
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*OBJECTIVES    STUDENT IS ABLE TO USE DATA FROM SOCIOGRAM AND OTHER        02084 15
               PERTINENT DATA, TO GROUP PUPILS FOR INSTRUCTIONAL AND       02084 16
               OTHER ACTIVITIES IN A GIVEN CLASSROOM SITUATION.            02084 17
*PREREQUISITE  STUDENT MUST BE AWARE OF NATURE AND USE OF SOCIOGRAM.       02084 18
*EXPERIENCE    INDEPENDENT WORK STUDENT SHOULD USE DATA FROM SOCIOGRAM     02084 11
               AND OTHER AVAILABLE MEANS OF EVALUATION IN ORDER TO         02084 12
               RECOMMEND ASSIGNMENT OF PUPILS TO CERTAIN KINDS OF          02084 13
               ACTIVITY GROUPS.                                            02084 14
*SETTING       INDEPENDENT  COLLEGE                                        02084 10
*MATERIALS     BLANK                                                       02084  5
*LEVEL         ALL GRADES                                                  02084  8
*GENERAL       GENERALIST                                                  02084  7
*HOURS         1                                                           02084  6
*EVALUATION    STUDENT SHOULD BE ABLE TO EXPLAIN AND DEFEND HIS            02084 19
               RECOMMENDATIONS REGARDING ASSIGNMENT TO VARIOUS KINDS OF    02084 20
               ACTIVITY GROUPS.                                            02084 21
*FILE          EVALUATION  SOCIOGRAM  ACTIVITY GROUPS.                     02084  9
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*OBJECTIVES    STUDENT IS ABLE TO USE DATA FROM SOCIOGRAM AND OTHER        02084 15
               PERTINENT DATA, TO GROUP PUPILS FOR INSTRUCTIONAL AND       02084 16
               OTHER ACTIVITIES IN A GIVEN CALSSROOM SITUATION.            02084 17
*PREREQUISITE  STUDENT MUST BE AWARE OF NATURE AND USE OF SOCIOGRAM.       02084 18
*EXPERIENCE    INDEPENDENT WORK STUDENT SHOULD USE DATA FROM SOCIOGRAM     02084 11
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| | AND OTHER AVAILABLE MEANS OF EVALUATION IN ORDER TO | 02084 12 |
| | RECOMMEND ASSIGNMENT OF PUPILS TO CERTAIN KINDS OF | 02084 13 |
| | ACTIVITY GROUPS. | 02084 14 |
| *SETTING | INDEPENDENT COLLEGE | 02084 10 |
| *MATERIALS | BLANK | 02084 5 |
| *LEVEL | ALL GRADES | 02084 8 |
| *GENERAL | GENERALIST | 02084 7 |
| *HOURS | 1 | 02084 6 |
| *EVALUATION | STUDENT SHOULD BE ABLE TO EXPLAIN AND DEFEND HIS | 02084 19 |
| | RECOMMENDATIONS REGARDING ASSIGNMENT TO VARIOUS KINDS | 02084 20 |
| | OF ACTIVITY GROUPS. | 02084 21 |
| *FILE | EVALUATION SOCIOGRAM ACTIVITY GROUPS. | 02084 9 |

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|---|---|---|
| *OBJECTIVES | ORIENT STUDENTS TO TEST CONSTRUCTING ACTIVITY | 02085 17 |
| *PREREQUISITE | BLANK | 02085 18 |
| *EXPERIENCE | ORIENTATION TO TEST CONSTRUCTING ACTIVITY STUDENTS AND | 02085 11 |
| | INSTRUCTOR WILL CLASSIFY AND REVIEW CHARACTERISTICS OF | 02085 12 |
| | VARIOUS KINDS OF TEST ITEMS AND THE USES OF EACH. STUDENT | 02085 13 |
| | WILL BE ASKED TO PREPARE REPRESENTATIVE ITEMS OF EACH | 02085 14 |
| | TYPE (MULTIPLE CHOICE, MATCHING, ETC.), STATING ALONG | 02085 15 |
| | WITH EACH ITEM THE CONCEPT BEING TESTED. | 02085 16 |
| *SETTING | OTHER (SPECIFY) 25 COLLEGE | 02085 10 |
| *MATERIALS | BLANK | 02085 5 |
| *LEVEL | ALL GRADES | 02085 8 |
| *GENERAL | ALL CANDIDATES | 02085 7 |
| *HOURS | 30 | 02085 6 |
| *EVALUATION | SEE MODULE 2.87 | 02085 19 |
| *FILE | TEST ITEM CONSTRUCTION EVALUATION | 02085 9 |

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|---|---|---|
| *OBJECTIVES | TRAINING IN CONSTRUCTING TEST ITEMS ARISING FROM CONCEPTS. | 02086 15 |
| *PREREQUISITE | BLANK | 02086 16 |
| *EXPERIENCE | MODULE : EVALUATION TEST ITEM CONSTRUCTION WORKING | 02086 11 |
| | INDEPENDENTLY, STUDENTS WILL CONSTRUCT TEST ITEMS AS | 02086 12 |
| | INDICATED IN MODULE 2.85 BEING CERTAIN TO IDENTIFY | 02086 13 |
| | CONCEPT BEING TESTED. | 02086 14 |
| *SETTING | INDEPENDENT COLLEGE | 02086 10 |
| *MATERIALS | BLANK | 02086 5 |
| *LEVEL | ALL GRADES | 02086 8 |
| *GENERAL | GENERALIST | 02086 7 |
| *HOURS | 3 | 02086 6 |
| *EVALUATION | SEE MODULE 2.87 | 02086 17 |
| *FILE | CONSTRUCTING TEST ITEMS OF CERTAIN CONCEPTS. | 02085 9 |

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|---|---|---|
| *OBJECTIVES | GIVE EXPERIENCE IN EVALUATING TEST ITEMS AND CONSTRUCTING | 02087 17 |
| | TESTS. | 02087 18 |
| *PREREQUISITE | BLANK | 02087 19 |
| *EXPERIENCE | (GROUP DYNAMICS) SESSION STUDENTS WILL BE DIVIDED INTO | 02087 11 |
| | COMMITTEES AND EXCHANGE TEST ITEMS AND EVALUATE THEM IN | 02087 12 |
| | TERMS OF THEIR SUITABILITY FOR USE IN AN ACUTAL CLASSROOM | 02087 13 |
| | SITUATION. THEY WOULD THEN PREPARE A TEST FOR ACTUAL | 02087 14 |
| | ADMINISTRATION IN A CLASSROOM SITUATION TESTING CONCEPTS | 02087 15 |
| | THE CHILDREN HAVE BEEN LEARNING. | 02087 16 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 02087 10 |
| *MATERIALS | BLANK | 02087 5 |
| *LEVEL | ALL GRADES | 02087 8 |
| *GENERAL | GENERALIST | 02087 7 |
| *HOURS | 3 | 02087 6 |
| *EVALUATION | DO STUDENTS RECOGNIZE ELEMENTS OF SOUND TEST CONSTRUCTION | 02087 20 |

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| | DO STUDENTS RECOGNIZE CONCEPTS BEING TESTED^ | 02087 21 |
| *FILE | EVALUATION TEST CONSRUCION GROUP WORK. | 02087 9 |

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| *OBJECTIVES | SEE MODULE 2089 | 02088 14 |
| *PREREQUISITE | BLANK | 02088 15 |
| *EXPERIENCE | ADMINISTRATION OF TEST IN CLASSROOM SITUATION TEST COULD BE ADMINISTERED BY A COMMITTEE OF STUDENTS. ITEM ANALYSIS PREPARED BY ANOTHER GROUP. | 02088 11<br>02088 12<br>02088 13 |
| *SETTING | | 02088 10 |
| *LEVEL | ALL GRADES | 02088 8 |
| *GENERAL | GENERALIST | 02088 7 |
| *HOURS | 2 | 02088 6 |
| *EVALUATION | SEE MODULE 2089. | 02088 16 |
| *FILE | EVALUATION ADMINISTRATION OF TEST | 02088 9 |

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| | RELIABILITY( ARE ALSO PERTINENT HERE. | 02089 18 |
| *OBJECTIVES | 1. TRAINING IN USE OF ITEM ANALYSIS AND IN INTERPRET2NG TEST RESULTS. 2. INTRODUCTION TO ≥OR REINFORCEMENT OF+ STATISTICAL AND MEAUSREMENT CONCEPTS ≥VALIDITY, RELIABILITY, MEAN, MEDIAN, MODE, NORM, STANDARD DEVIATION, ETC.+. | 02089 19<br>02089 20<br>02089 21<br>02089 22<br>02089 23 |
| *PREREQUISITE | BLANK | 02089 24 |
| *EXPERIENCE | CLASS DISCUSSION ANALYSIS OF OUTCOMES OF TEST. WHAT IS REVEALED ABOUT THE TEST ITEMS BY THE ITEM ANALYSIS^ HERE WOULD BE A FINE PLACE TO INTRODUCE ≥OR REVIEW+ BASIC STATISTICAL CONCEPTS AS THEY APPLY TO TESTS--MEAN, MEDIAN, MODE, STANDARD DEVIATION, ETC. IT IS HOPED THAT THE COMMON PITFALLS OF BEGINNERS IN TEST ITEM CONSTRUCTION WOULD BECOME APPARENT HERE. THE NOTIONS OF (VALIDITY AND | 02089 11<br>02089 12<br>02089 13<br>02089 14<br>02089 15<br>02089 16<br>02089 17 |
| *SETTING | OTHER ≥SPECIFY+ 25 STUDENTS COLLEGE | 02089 10 |
| *MATERIALS | BLANK | 02089 5 |
| *LEVEL | ALL GRADES | 02089 8 |
| *GENERAL | GENERALIST | 02089 7 |
| *HOURS | 3 | 02089 5 |
| *EVALUATION | TO WHAT DEGREE IS STUDENT COMPETENT IN INTERPRETING AND USING TEST RESULTS^ WHAT IS HIS PROFICIENCY IN UNDERSTANDING ≥AND JSING+ THE TESTING CONCEPTS LISTED ABOVE ≥RELIABILITY, VALIDITY, MEAN, MEDIAN, MODE, STANDARD DEVIATION, ETC.+^ | 02089 25<br>02089 26<br>02089 27<br>02089 28<br>02089 29 |
| *FILE | ANALYSIS OF TEST OUTCOMES ITEM ANALYSIS | 02089 9 |

## SCIENCE

Emphasis upon science education in the elementary school curriculum in the United States is a fairly recent development for both child and teacher and has experienced a predictable number of problems and adjustments. Unlike other more traditional content or subject-centered areas, science education represents unique and critical behavioral goals that are continually extending beyond the basic skills and concepts associated with kindergarten through eighth grade school programs. In recent years science has been somewhat reluctantly thrust into a dynamic role of leading the citizen of tomorrow across an educational bridge from a position of ignorance in thought and technological processes to a rapidly changing environmental adjustment demanding maximum utilization of personal, behavior-centered experiences.

Elementary school teachers are not themselves experienced in science education. Seldom were they recipients of child-centered programs of science in the elementary schools and few have received any significant degree of formal background competency in science for implementing behavioral attitudes and objectives. With little personal experience in science and related professional preparation, the difficulty of encouraging and implementing a dynamic program in the elementary school represents a major challenge. This teacher preparation program model offers an experience background and a science component designed to further enrich scientific knowledge, to integrate it with knowledge of human learning, and to translate these into instructional strategies.

Other efforts to improve the elementary science program have met with varying degrees of success. The American Association for the Advancement of Science and the National Society for the Study of Education have been particularly influential in developing guidelines and objectives. The latter organization displayed field leadership in its Yearbook presentations in 1931, 1946 and 1959. More recently, federal, state and private monies have funded various improvements in science

education and in the preparation of elementary school science teachers. Such a multitude of new and frequently conflicting approaches tend to re-emphasize the need for building a teacher preparation program upon the behavioral sciences. Moving in this direction at the national level are a variety of innovative programs, theories, and formal experimentation sequences. From these efforts, two major areas of agreement are apparent: first, no one approach in teaching is the best one for all situations and, secondly, the move to emphasize behavioral goals must stress individualization of the instructional process, especially by emphasizing meaningful activity for the elementary pupil and the prospective teacher.

## POSITION IN THE SCIENCE SEQUENCE

The Science Professional Use of Knowledge segment of this teacher preparation program model (hereafter referred to as SPUK) follows the corresponding phase, science, in Scholarly Modes of Knowledge. Scholarly Modes includes concepts pertinent to biological, physical and geological science, and SPUK provides specifically tailored clinical experiences to relate and interlock meaningful student learning. It is assumed that the structure of the SPUK program will vary with the particular student group, and the facilities available in a given implementing institution. The degree of specific interlock of conceptual experiences within the total science sequence will also affect the structure of SPUK.

## HYPOTHESES

The SPUK program recognizes needs in the preparation of science teachers which can be stated as behavioral goals for a teacher preparation program. Such preliminary thinking or hypothesizing is a major step toward reaching the objective: improvement in instruction at both the teacher-preparation level and the elementary school level. Relevant to this objective are the following hypotheses.

1. Learning is an individual process and, therefore, teacher preparation in science must be planned in terms of differences in interest and background of the prospective teacher.

2. Planning and teaching science concepts must reflect a constant awareness of elementary school pupil and societal needs.

3. The process of teaching must embody a variety of practices and principles which encourage scientific reasoning and inquiry in working with children.

4. Experimental and newly-developed curricula, materials and techniques should be made available to the prospective teacher as a means of individualizing the selection as well as to implement the development of scientific inquiry.

5. The interrelationship of the process and technological skills of science education with other portions of the elementary school curricula must be continually examined to maintain a desirable balance of values for the individual and society.

6. The understanding and capabilities of the individual student who is introduced to technological cognition and scientific inquiry must be continually evaluated to provide maximum learning opportunities.

7. Experiences and laboratory activities for prospective teachers must be appropriate to the capacity and needs of elementary school children.

8. Maximum student awareness of the need for personal and professional philosophy can be developed by blending historical and philosophical developments in science with current and future problems confronting elementary science teaching.

9. A close working relationship between the responsibilities of the student, the total student group and the faculty leader develops meaningful roles in the multi-faceted study of science education.

10. The experience pattern for the preparation of elementary teachers of science must be an integral portion of the total preparation program for science education, kindergarten through twelfth grade.

To grow within these guidelines, the SPUK portion of the total science teacher preparation program model is dependent upon a continuous evaluation and improvement system which functions in cooperation with the other components of the program. This provision for cooperative insight and improvement is a key in the successful operation of any teacher preparation program.

## SIGNIFICANT FEATURES

To facilitate maximum behavioral response to instructional strategies, significant provisions for instruction have been designed. In construction and analysis, they provide a means of concentrating maximum emphasis upon a joint teacher-student responsibility. To be operative at a significant level, certain implementing features have been developed.

1. Responsibility for the planning and evaluation of the SPUK program is a full time assignment for the instructor(s) and the assisting team selected for its implementation. This team is also responsible for cooperatively planning activities and schedules with other instructional groups in science and instructional elements of the total preparation program.

2. Responsibility for the continuation of a successful program and the assessment of needed changes is placed upon those involved in the actual implementation of SPUK.

3. Maximum student involvement is a significant feature of SPUK teacher preparation. Individual change in behavior can result only to the extent that the interest, attitude, and experience background of the student meshes with activities that are designed for this accomplishment. All students will at some time be participants in portions of large and small group activities with significant portions of time allotted to independent activities. Of particular interest is the decision to delegate to the student his choice for participation in activities that go beyond minimal involvement in group work.

4. Experience modules have been designed to maximize the number and variety of independent activities. Through newly designed micro-cell units and auto-tutorial program, emphasis is placed upon independent concentration, decision and response. These activities provide both feedback information and orientation to clinical learning. Involvement in problems of science education in an inner-city environment, for example, lends itself ideally to independent projects.

5. Available computer programming provides specialized retrieval of pre-selected modules and experiences. With the information provided by pre-course evaluation, personal inventory and allied sources, reaction from a computer bank would be available for an individual inquiring as to personal "'fit" to the objectives of a given module. Conceivably this c-factor reaction would not only point students to beneficial experiences as major challenges to them as individuals but also to eliminate excessive enrollment in some modules where overlearning could occur as a result of repetition in experience patterns. In similar programming, the computer provides individual student assistance in the Personal Analysis of Growth in Preparing for Science Teaching. At different stages this modular program reacts to the pattern of responses supplied by students in an evaluative sequence, providing the individual with an

estimate of personal growth in competencies at the 1/3 and 2/3 levels of the program.

6. Cooperative facilities for student experimentation and clinical experiences exist in adjacent school personnel and facilities. Regardless of instructional skills, however, intrinsic motivation must be present for elementary pupils to react to student experimental design and activity. Many of the modules depend heavily upon pupil reaction to student presentation which, in various forms and media, is returned to the individual student or groups for subsequent appraisal and study.

7. Superior individualizing in the SPUK program is achieved through technological advances and mechanical facilities. Developing individual teaching strategies for tomorrow's youth pre-supposes that all class members are not engaged in the same activity at the same time in the same place. The SPUK program utilizes specialized materials and techniques involving both portable and studio types of television video-tape recorders and playback equipment; a wide range of films and transparencies; sophisticated computer programming and retrieval facilities; multi-channel closed circuit television viewing; and portable audio-taping for student use. These and other aids to communication free the student and elementary pupil from the confines of a one-dimensional view of science.

8. The SPUK program envisions a common source of reference and research materials in addition to an extensive equipment and supply dispensing center. Activities in the sequence are based upon independent and small group utilization of science equipment in open laboratory situations, in adjacent schools for micro-cell lab sessions and clinical experimentation, and in group projects such as the plant and animal trailer-truck groupings. Critical behavioral change is tied in many instances to the availability of suitable materials for use in problem centered activities.

9. The SPUK program requires access to a wide variety of specialized services. Some anticipated implementations involve personnel from industrial education, hydroponics, metalurgy, electronics, animal husbandry, and materials construction. Much of this specialized personnel is available on campus, but some additional specialists are to be brought in from nearby communities. These services are especially critical to the specialist program modules and clinical consultation.

10. Experiences recorded in modular form are representative of the total aggregate of resources needed to implement the basic program. Additional experiences are to be designed for the mature program. For example, the use of closed circuit television to reach and involve remote teaching areas would offer potential for a series of future modules.

## IMPLEMENTATION

The SPUK program depends upon meaningful experiences--selected according to their behavioral context--to implement behavioral goals. The entire teacher education program model, in fact, is committed to the behavioral view of teaching. This commitment emphasizes a study of human learning as a base for understanding behavioral patterns in the learning processes of children. It emphasizes individual inquiry that is not subject-matter oriented but is founded upon adequate knowledge and an understanding of scholarly modes of knowledge. The SPUK program does not endorse any one instructional procedure but does offer an opportunity to explore a wide variety of instructional procedures that are potentially useful to the elementary school teacher of science. SPUK does encourage individual and group hypothesizing, acting, and evaluating--and improvement of the original hypothesis according to the findings of the evaluation.

In gross view, the SPUK approach provides an early analysis of science education for the individual in the teaching role, followed by a series of group and independent experiences with children, and processes and activities which are evaluated in progress by both student and faculty. Large group sessions are limited to topics which lend themselves to tasks of interest

or future assignments for the group. These sessions are relatively few in number and spawn a wide range of succeeding small group and independent activities for attacking singular problems.

Time allotments for the program are estimated at forty to fifty hours for minimal contact. Additional individual activities can increase that designation of hours as much as a trainee's choice, specialization, and time permits. Assuming optimum facilities such as use of the micro-cell sequences, auto-tutorial programming, and individual computorized analysis and evaluation. the SPUK program can be expected to evolve as follows: the Philosophy and Program elements comprising eight to twelve contact hours, the Instruction segment involving a minimum of thirty hours, and the Evaluation element entailing three to eight hours.

An individual student entering the SPUK program initially identifies with a small group of other students as a team or "homing" group. From this operational base the student schedules himself through a minimal series of large and small group sessions. Then the trainee works with a selected group of modules which are commensurate with his interest, background, competencies, and professional ambition. His selections are coordinated and implemented by the staff working within the limits of the total teacher preparation program and the restraint of the C-factor computer program reaction to individual training choices.

Competencies developed from the modular experiences can be evaluated within the structure of the module itself, by related group activities, by the staff and by the progressive Analysis and Evaluation feature that provide for the student a analysis of his relevant growth and development aside from group examinations.

The three SPUK program division, Philosophy and Program, Instruction and Evaluation, are identified in modular programs which can provide some one hundred hours of potential experience in science education. Between the options of the minimal program of forty to fifty quarter term hours and the potential of some one hundred hours an individual can and should develop an enviable competency in dealing with elementary school sciences and the

associated instructional interests of child attitude, habits, understanding, and skills. Orientation to behavioral goals supplies a continuing focus for the various clinical experiences, augmented by enriched pupil and peer relationships.

Problem-centered experimentation in philosophical and curricular innovations has, by the nature of the individual's role, been assessed upon the continuous contributions of psychological and societal research. As such, the SPUK program provides a near-ideal marriage of the diverse contributions of the muti-faceted formal education system at its best and the individual receptiveness of the elementary child in the classroom serving to make the prospective teacher's search for successful behavioral change a realistic and rewarding challenge.

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| *OBJECTIVES | OBSERVE AND DESCRIBE THE DIFFERENCE BETWEEN ROCKS | 00037014 |
| | USING A MAGNIFYING GLASS | 00037015 |
| *PREREQUISITE | READ OBS IN AAAS BASIC SCIENCE PROCESSES | 00037016 |
| *EXPERIENCE | EXAMINE WITH A TEASING NEEDLE AND MAGNIFYING GLASS SIX | 00037011 |
| | ROCKS OF DIFFERENT COMPOSITION AND TEXTURE. FOR EACH ROCK | 00037012 |
| | MAKE A LIST OF TERMS WHICH DESCRIBE THE ROCK. | 00037013 |
| *SETTING | OTHER (SPECIFY) LAB, COLLEGE | 00037010 |
| *MATERIALS | ROCK SAMPLES, MAGNIFYING GLASS, TEASING NEEDLE | 00037005 |
| *LEVEL | PRE-SCH-K GRADES 1-4 | 00037008 |
| *GENERAL | BLANK | 00037007 |
| *HOURS | 25 MIN | 00037006 |
| *EVALUATION | STUDENT WILL HAND IN LIST OF DESCRIPTIVE TERMS FOR EACH | 00037017 |
| | ROCK | 00037018 |
| *FILE | MATTER (GEO SCI) OBSERVATION | 00037009 |

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| *OBJECTIVES | TO DISCOVER WHICH PROPERTIES + DISCRIMINATING ARE MOST | 00038015 |
| | USEFUL IN DESCRIBING ROCKS | 00038016 |
| *PREREQUISITE | MODULE ON OBS ROCKS | 00038017 |
| *EXPERIENCE | FROM A MASTER LIST OF THE TERMS USED BY THE STUDENTS TO | 00038011 |
| | DESCRIBE EACH OF SIX ROCK SAMPLES THE CLASS IN A GROUP | 00038012 |
| | DISCUSSION WILL CHOOSE AND UNDERLINE THOSE TERMS WHICH | 00038013 |
| | BEST DESCRIBE EACH ROCK. | 00038014 |
| *SETTING | LARGE GROUP, COLLEGE | 00038010 |
| *MATERIALS | NONE | 00038005 |
| *LEVEL | PRE-SCH,-K GRADES 1-4 | 00038008 |
| *GENERAL | BLANK | 00038007 |
| *HOURS | 15 MIN | 00038006 |
| *EVALUATION | FOR EACH OF FOUR ROCK SAMPLES, THE STUDENT WILL CHOOSE | 00038018 |
| | FROM THE UNDERLINED TERMS ON THE MASTER LIST THE FOUR | 00038019 |
| | TERMS WHICH BEST DESCRIBE THE ROCK. | 00038020 |
| *FILE | MATTER (GEO SCI) ROCKS | 00038009 |

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| *OBJECTIVES | 1, THE STUDENT WILL BE ABLE TO DEFINE A,)INVENTION LESSON, | 00039019 |
| | B,)DISCOVERY LESSON ACCORDING TO SCIS INTERPRETATION. | 00039020 |
| | 2, HE WILL BE ABLE TO IDENTIFY THE APPROPRIATE SETTING FOR | 00039021 |
| | EACH. | 00039022 |
| *PREREQUISITE | INTRODUCTION TO SCIS PROGRAM. | 00039023 |
| *EXPERIENCE | READ CLUES FOR THE TEACHER, PGS. XI-XIII IN MATERIAL | 00039011 |
| | OBJECTS TEACHER'S GUIDE, PAY PARTICULAR ATTENTION TO THE | 00039012 |
| | DIFFERENCES BETWEEN INVENTION AND DISCOVERY LESSONS. | 00039013 |
| | DESCRIBE THE APPROPRIATE CLASSROOM SETTING FOR EACH. (AS | 00039014 |
| | GIVEN IN M.O. T.G.) KNOWLEDGE OF THESE TWO TERMS AND THE | 00039015 |
| | APPROPRIATE SETTING FOR EACH IS NECESSARY FOR THE STUDENT | 00039016 |
| | AS THEY ARE KEY UNDERSTANDINGS USED REPEATEDLY IN THE | 00039017 |
| | SCIS PROGRAM | 00039018 |
| *SETTING | INDEPENDENT, COLLEGE | 00039010 |
| *MATERIALS | SCIS MATERIAL OBJECTS TEACHER'S GUIDE | 00039005 |
| *LEVEL | ALL GRADES | 00039008 |
| *GENERAL | ALL CANDIDATES | 00039007 |
| *HOURS | 15 MIN | 00039006 |
| *EVALUATION | HIS ABILITY TO DEFINE THE TWO TERMS (INVENTION LESSON, | 00039024 |

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| | DISCOVERY LESSON) AND TO DESCRIBE THE DIFFERENT CLASSROOM SETTINGS FOR EACH. | 00039025<br>00039026 |
| *FILE | INTRO, SCIS INVENTION-DISCOVERY CLASSROOM SETTING | 00039009 |

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| *OBJECTIVES | THAT A GROUP OF OBJECTS CAN BE ARRANGED IN MYRIAD WAYS DEPENDING UPON THE PROPERTY (IES) USED IN THE ARRANGEMENT. | 00206019<br>00206020 |
| *PREREQUISITE | S.C.I.S. GRANDMA'S BUTTON BOX (ACTIVITY 6, MATERIAL OBJECTS) | 00206021<br>00206022 |
| *EXPERIENCE | EACH STUDENT WILL EXAMINE SIX PLANTS. AFTER CAREFULLY EXAMINING SAME, HE WILL ORDER THE PLANTS IN A LIST FLOWERS, LEAF SIZE, ETC.) SELECTED STUDENTS WILL THEN ACCORDING TO ANY PROPERTY HE CHOOSES (E.G., HEIGHT, # OF ARRANGE THE PLANTS ACCORDING TO THEIR SCHEMES, WHILE THE REST OF THE GROUP ATTEMPTS TO IDENTIFY THE SCHEME USED. (THIS CAN GO ON UNTIL ALL DIFFERENT SCHEMES HAVE BEEN USED.) | 00206011<br>00206012<br>00206014<br>00206013<br>00206015<br>00206016<br>00206017<br>00206018 |
| *SETTING | SMALL GROUP (1-12 STUDENTS), COLLEGE | 00206010 |
| *MATERIALS | 6 PLANTS/10 STUDENTS | 00206005 |
| *LEVEL | ALL GRADES | 00206008 |
| *GENERAL | ALL CANDIDATES | 00206007 |
| *HOURS | 60 MIN. | 00206006 |
| *EVALUATION | EACH STUDENT WILL LIST THE SIX PLANTS, IN ORDER, AND WILL IDENTIFY THE PROPERTY HE USED. | 00206023<br>00206024 |
| *FILE | PLANTS ARRANGEMENT PROPERTIES | 00206009 |

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| *OBJECTIVES | 1. INTRODUCE THE STUDENT TO THE CONCEPT OF PROPERTY (E.G., SIZE, SHAPE, COLOR, ETC.) 2. FAMILIARIZE THE STUDENTS WITH AN S.C.I.S. ACTIVITY. | 00207013<br>00207014<br>00207015 |
| *PREREQUISITE | BLANK | 00207016 |
| *EXPERIENCE | MATERIAL OBJECTS (S.C.I.S) - ACTIVITY 6-GRANDMA'S BUTTON BOX. | 00207011<br>00207012 |
| *SETTING | LARGE GROUP, BLANK | 00207010 |
| *MATERIALS | M.O. KIT | 00207005 |
| *LEVEL | ALL GRADES | 00207008 |
| *GENERAL | ALL CANDIDATES | 00207007 |
| *HOURS | 30 MIN. | 00207006 |
| *EVALUATION | EACH STUDENT WILL ARRANGE THE BUTTONS ACCORDING TO SOME PROPERTY, AND WILL BE ABLE TO REPORT THIS ARRANGEMENT TO THE CLASS. | 00207017<br>00207018<br>00207019 |
| *FILE | PROPERTIES SCIS ACTIVITY 6 | 00207009 |

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| *OBJECTIVES | TO DEMONSTRATE IMBIBITION BY MEASURING THE DIFFERENCE IN DIMENSIONS BETWEEN A DRY SPONGE AND THE SAME SPONGE AFTER SOAKING IN WATER, SO THAT THE STUDENT MAY OBSERVE THAT A POROUS SUBSTANCE MAY HOLD WATER AND INCREASES ITS DIMENSIONS AS IT DOES. | 00387024<br>00387025<br>00387026<br>00387027<br>00387028 |
| *PREREQUISITE | NONE | 00387029 |
| *EXPERIENCE | IMBIBITION 1. MEASURE WITH A RULER CALIBRATED IN MILLIMETERS THE DIMENSIONS OF A SMALL, DRY SPONGE, TO THE CLOSEST MILLIMETER. 2. PLACE THE SPONGE IN WATER UNTIL THOROUGHLY SATURATED. 3. CAREFULLY REMOVE WITHOUT SQUEEZING AND PLACE ON WATERPROOF MAT. 4. CAREFULLY REMEASURE THE DIMENSIONS OF THE SPONGE TO THE CLOSEST MILLIMTER. 5. SQUEEZE THE SPONGE, AND NOTE THE RESULT. (REINFORCES 482) RESERVOIR: THE TAKING UP OF WATER BY DRY WOOD MAY BE DISCUSSED. THE PRACTICAL USE OF THIS PHENOMENONA AND THE FACT THAT WHEN THE POROUS, DRY WOOD IS SATURATED, SWELLING OCCURS, SEALING THE MATERIAL FROM | 00387011<br>00387012<br>00387013<br>00387014<br>00387015<br>00387016<br>00387017<br>00387018<br>00387019<br>00387020<br>00387021 |

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| | FURTHER ENTRY OF WATER. IS THE BASIS OF ONE STEP IN THE | 00387022 |
| | MANUFACTURE OF BOATS FROM WOOD. | 00387023 |
| *SETTING | INDEPENDENT, COLLEGE | 00387010 |
| *MATERIALS | SPONGE, WATERPROOF MAT, CONTAINER OF WATER | 00387005 |
| *LEVEL | GRADES 1-4 | 00387008 |
| *GENERAL | GENERALIST | 00387007 |
| *HOURS | 1/3 | 00387006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO SUGGEST OTHER MATERIALS WHICH | 00387030 |
| | WOULD BEHAVE SIMILARLY, OR TO SHOW BY DEMONSIRATION THE | 00387031 |
| | BEHAVIOR OF SIMILAR MATERIALS. | 00387032 |
| *FILE | MATTER MEASURING IMBIBITION | 00387009 |

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| *OBJECTIVES | TO MEASURE THE TEMPERATURE AT WHICH WATER WILL ACCUMULATE | 00388023 |
| | ON THE OUTSIDE OF A CONTAINER INTO WHICH ICE HAS BEEN | 00388024 |
| | PLACED, SO THAT THE STUDENT MAY INFER 2 RELATIONSHIP | 00388025 |
| | BETWEEN THE TEMPERATURE AT WHICH PRECIPITATION OCCURS AND | 00388026 |
| | THE AMOUNT OF WATER IN THE AIR. | 00388027 |
| *PREREQUISITE | NONE | 00388028 |
| *EXPERIENCE | DEW POINT: 1. PLACE 200 CC. H2O IN A 500 ML. CONTAINER, | 00388011 |
| | INTO WHICH HAS BEEN PLACED A THERMOMETER, 2. SLOWLY ADD | 00388012 |
| | SMALL CHIPS OF ICE UNTIL MOISTURE ACCUMULATES ON THE OUTER | 00388013 |
| | SURFACE OF THE CONTAINER. 3. IMMEDIATELY CHECK THE | 00388014 |
| | TEMPERATURE READING ON THE THERMOMETER AND RECORD. | 00388015 |
| | RESERVOIR: CHECKING ANY HANDBOOK OF PHYSICS AND CHEMISTRY | 00388016 |
| | WILL ALLOW A READING OF THE SATURATED WATER VAPOR PRESSURE | 00388017 |
| | IN THE ROOM, DIVIDING THIS VALUE BY THE VALUE OF THE | 00388018 |
| | SATURATED WATER VAPOR PRESSURE AT THE CURRENT ROOM | 00388019 |
| | TEMPERATURE WILL YIELD THE VALUE OF THE RELATIVE HUMIDITY | 00388020 |
| | OF THE ROOM, DISCUSSION MAY ALSO INCLUDE HOW ABSOLUTE | 00388021 |
| | WATER VAPOR PRESSURE VALUES ARE OBTAINED. | 00388022 |
| *SETTING | INDEPENDENT, COLLEGE | 00388010 |
| *MATERIALS | 500 ML CONTAINER, WATER, ICE, THERMOMETER | 00388005 |
| *LEVEL | GRADES 1-4 | 00388008 |
| *GENERAL | GENERALIST | 00388007 |
| *HOURS | 1/4 | 00388006 |
| *EVALUATION | QUESTIONS WHICH MAY BE ASKED OF THE STUDENT INCLUDE THE | 00388029 |
| | FOLLOWING: 1. WHAT INFORMATION DOES THE EXPERIMENT GIVE | 00388030 |
| | US CONCERNING THE PRESENCE OF WATER PRESENT IN AIR. BY | 00388031 |
| | WHAT GENERAL NAME DO WE REFER TO THIS WATER 2. WHY DOES | 00388032 |
| | WATER ACCUMULATE ON THE OUTSIDE OF THE CONTAINER 3. IF | 00388033 |
| | THE TEMPERATURE OF THE ROOM WERE REDUCED TO THE | 00388034 |
| | TEMPERATURE RECORDED BY THE STUDENT AT THE CONCLUSION OF | 00388035 |
| | THE EXPERIMENT, WHAT WOULD HE EXPECT TO FIND ON THE FLOOR | 00388036 |
| | (OR CARPET) OF THE ROOM | 00388037 |
| *FILE | MEASURING MATTER GEO SCI | 00388009 |

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| *OBJECTIVES | TO OBSERVE THE EFFECT OF PLACING A PLANT IN A HYPOTONIC | 00389029 |
| | SOLUTION (WATER MAY BE USED), BY COMPARING THE PLANT | 00389030 |
| | MATERIAL SO TREATED WITH A PLANT OF EQUAL DEVELOPMENT | 00389031 |
| | WHICH HAS BEEN PLACED IN SOIL, SO THAT THE STUDENT MAY BE | 00389032 |
| | ABLE TO MFER A CAUSE AND EFFECT RELATIONSHIP BETWEEN SALT. | 00389033 |
| | CONC. AND CELL APPEARANCE | 00389034 |
| *PREREQUISITE | MODULES ON DIFFUSION, OSMOSIS AND PLASMOLYSIS | 00389035 |
| *EXPERIENCE | TURGER PRESSURE 1. PLACE ONE OF SEVERAL SMALL PLANTS | 00389012 |
| | CONTAINED IN A FLOWER POT (OAT SEEDLINGS MAY BE USED) INTO | 00389013 |
| | A CONTAINER OF WATER. 2. ALLOW TO STAND UNTIL CLOSE TO | 00389014 |
| | THE END OF THE PERIOD AND THEN COMPARE THIS PLANT FROM THE | 00389015 |
| | STANDPOINT OF THE RIGIDITY OF THE STEM WITH THOSE IN THE | 00389016 |
| | FLOWER POT. NOTE THE GROSS APPEARANCE OF THE VARIOUS | 00389017 |

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| | PARTS OF THE PLANT. 3. AT THE SAME TIME THAT STEP | 00389018 |
| | (1) ABOVE IS CARRIED OUT, PLACE SEVERAL FRAGMENTS OF | 00389019 |
| | PLANT MATERIAL AS CLOSE TO ONE CELL THICKNESS AS POSSIBLE | 00389020 |
| | INTO A CONTAINER OF WATER. 4. CLOSE TO THE END OF THE | 00389021 |
| | PERIOD, USE FORCEPS TO TRANSFER A FRAGMENT OF THE PLANT | 00389022 |
| | MATERIAL TO A SLIDE (GLASS), AND PLACE UNDER A MICROSCOPE. | 00389023 |
| | NOTE THE CONTOUR OF THE CELLS, AND THE POSITION OF THE | 00389024 |
| | CELL MEMBRANE AND CELL WALL IN RELATION TO THE CELL | 00389025 |
| | PROTOPLASM. 5. COMPARE THESE RESULTS WITH THOSE OBTAINED | 00389026 |
| | IN MODULE ON PASMOLYSIS, AND WITH A FRAGMENT OF UNTREATED | 00389027 |
| | PLANT MATERIAL UNDER THE MICROSCOPE. | 00389028 |
| *SETTING | INDEPENDENT, COLLEGE | 00389011 |
| *MATERIALS | PLANT MATERIAL, CONTAINER OF WATER, SLIDES, FORCEPS, AND | 00389005 |
| | MICROSCOPE | 00389006 |
| *LEVEL | GRADES 1-4 | 00389009 |
| *GENERAL | GENERALIST | 00389008 |
| *HOURS | 1/3 | 00389007 |
| *EVALUATION | 1. RELATE OBSERVATIONS NOTED HERE TO THOSE OBTAINED FROM | 00389036 |
| | MODULES ON PLASMOLYSIS. 2. INFER A CAUSE AND EFFECT | 00389037 |
| | RELATIONSHIP BETWEEN THE CONCENTRATION OF SALT IN THE | 00389038 |
| | SOLUTION AND THE GROSS AND MICROSCOPIC APPEARANCE OF THE | 00389039 |
| | PLANT. | 00389040 |
| *FILE | MATTER OBSERVING TURGOR PRESSURE | 00389010 |

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| *OBJECTIVES | TO IDENTIFY THE RESULT OF PLACING A CELL IN A SOLUTION | 00390021 |
| | WHICH CONTAINS SALT MATERIALS IN GREATER CONCENTRATION | 00390022 |
| | THAN PRESENT WITHIN THE CELL, (HYPERTONIC SOLUTION) BY | 00390023 |
| | COMPARING A CELL SO TREATED WITH A NORMAL (UNTREATED) CELL | 00390024 |
| | SO THAT THE STUDENT MAY INFER A CAUSE OF THE RESULT NOTED. | 00390025 |
| *PREREQUISITE | MODULES ON DIFFUSION AND OSMOSIS MODULES ON CELL | 00390026 |
| | STRUCTURE (PLANT) | 00390027 |
| *EXPERIENCE | PLASMOLYSIS 1. PLACE SMALL FRAGMENTS OF PLANT MATERIALS, | 00390012 |
| | (LEAVES, STEMS) IN A CONCENTRATED SALT SOLUTION. THE | 00390013 |
| | PIECES SHOULD BE AS CLOSE TO ONE CELL THICKNESS AS | 00390014 |
| | POSSIBLE. 2. REMOVE FROM SALT SOLUTION WITH FORCEPS AND | 00390015 |
| | PLACE ON A SLIDE. 3. VIEW UNDER A MICROSCOPE, NOTING THE | 00390016 |
| | POSITION OF THE CELL MEMBRANE WITH RESPECT TO THE CELL | 00390017 |
| | WALL. 4. COMPARE WITH NORMAL CELL MATERIAL BY VIEWING | 00390018 |
| | UNTREATED MATERIAL FROM THE SAME PLANT UNDER THE | 00390019 |
| | MICROSCOPE. | 00390020 |
| *SETTING | INDEPENDENT, COLLEGE | 00390011 |
| *MATERIALS | MICROSCOPE, FRAGMENTS OF LEAVES AND STEMS, CONCENTRATED | 00390005 |
| | SALT SOLUTION FORCEPS, SLIDES | 00390006 |
| *LEVEL | GRADES 1-4 | 00390009 |
| *GENERAL | GENERALIST | 00390008 |
| *HOURS | 1/2 | 00390007 |
| *EVALUATION | 1. DRAWING OF A PLASMOLYZED CELL OBSERVED UNDER THE | 00390028 |
| | MICROSCOPE. 2. RELATION OF THIS CELL TO A NORMAL CELL BY | 00390029 |
| | THE STUDENT. 3. DRAWING OF AN INFERENCE BY THE STUDENT | 00390030 |
| | AS TO THE CAUSE OF THE CHANGE IN THE CONDITIONS NOTED. | 00390031 |
| *FILE | MATTER INFERENCE PLASMOLYSIS | 00390010 |

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| *OBJECTIVES | GIVEN A CRYSTAL OF COPPER CHLORIDE IN A CONTAINER PARTLY | 00391016 |
| | FILLED WITH WATER, OBSERVE ANY CHANGES IN THE APPEARANCE | 00391017 |
| | OF THE WATER AS COPPER CHLORIDE MOVES THROUGHOUT THE | 00391018 |
| | MEDIUM AND INFER A CAUSE OF SUCH CHANGES). | 00391019 |
| *PREREQUISITE | MODULE ON DIFFUSION OF GASES THROUGH A SOLUTION | 00391020 |
| *EXPERIENCE | DIFFUSION IN BODIES OF WATER 1. PLACE A CRYSTAL OF COPPER | 00391011 |
| | CHLORIDE IN A CONTAINER OF WATER, OR CRYSTALS IN A TEA | 00391012 |

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| | BAG 2. OBSERVE CAREFULLY UNTIL THE CRYSTAL DISSOLVES. | 00391013 |
| | NOTING ANY ALTERATION IN THE APPEARANCE OF THE WATER, AND | 00391014 |
| | IF POSSIBLE, MAPPING THE PATHWAY OF SUCH ALTERATION. | 00391015 |
| *SETTING | INDEPENDENT, COLLEGE | 00391010 |
| *MATERIALS | CRYSTAL OF COPPER CHLORIDE, CONTAINER OF WATER | 00391005 |
| *LEVEL | GRADES 1-4 | 00391008 |
| *GENERAL | GENERALIST | 00391007 |
| *HOURS | 104 | 00391006 |
| *EVALUATION | THE FOLLOWING QUESTIONS MAY BE ANSWERED BY THE STUDENT. | 00391021 |
| | 1, WHAT CHANGE IN THE APPEARANCE OF THE LIQUID WAS NOTED | 00391022 |
| | 2, DESCRIBE EXACTLY IN WHAT MANNER THIS CHANGE TOOK PLACE. | 00391023 |
| | 3, INFER A CAUSE OF THIS CHANGE. IS THIS THE ONLY | 00391024 |
| | POSSICLBE CAUSE 4. COMPARE RESULTS OBTAINED IN THIS | 00391025 |
| | EXPERIMENT WITH THOSE OBTAINED IN THE MODULE ON | 00391026 |
| | DIFFUSION OF GASES THROUGH A SOLUTION. | 00391027 |
| *FILE | MATTER OBSERVING DIFFUSION | 00391009 |

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| *OBJECTIVES | TO IDENTIFY BY INFERENCE THE METHOD BY WHICH LIVING | 00392013 |
| | ORGANISMS SOLVE THE PROBLEM OF TRANSPORTING MATERIALS | 00392014 |
| | INTERNALY AGAINST A CONCENTRATION GRADIENT (SELECTIVELY) | 00392015 |
| *PREREQUISITE | MODULE ON DIFFUSION, OSMOSIS, SEMIPERMEABLE MEMBRANES | 00392016 |
| *EXPERIENCE | ACTIVE TRANSPORT SUGGEST FILM, FILM STRIP OR ANIMATED | 00392011 |
| | SLIDES ACCOMPANIED BY LECTURE BY THE PROFESSOR | 00392012 |
| *SETTING | LARGE GROUP, COLLEGE | 00392010 |
| *MATERIALS | BLANK | 00392005 |
| *LEVEL | GRADES 1-4 | 00392008 |
| *GENERAL | ALL CANDIDATES | 00392007 |
| *HOURS | BLANK | 00392006 |
| *EVALUATION | 1, THE STUDENT SHOULD BE ABLE TO ANSWER QUESTIONS | 00392017 |
| | CONCERNING SPECIFIC METHODS BY WHICH LIVING ORGANISMS ARE | 00392018 |
| | ABLE TO SELECTIVELY TRANSPORT MATERIALS INTERNALLY. | 00392019 |
| *FILE | ENERGY INFERENCE TRANSPORT | 00392009 |

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| *OBJECTIVES | THE CONSTRUCTION OF SEVERAL METHODS BY WHICH THE PRINCIPAL | 00393022 |
| | OF ACTIVE TRANSPORT MAY BE TRANSFERRED TO CHILDREN OF | 00393023 |
| VARYING ELEMENTARY SCHOOL LEVELS, SO THAT THE STUDENT MAY FURTHER | | 00393024 |
| | CONSTRUCT OTHER METHODS FOR CONVEYING THE SAME PRINCIPLE. | 00393025 |
| *PREREQUISITE | MODULE - ACTIVE TRANSPORT | 00393026 |
| *EXPERIENCE | THE PREPARATION OF MATERIALS SUITABLE FOR TRANSFERRING THE | 00393011 |
| | PRINCIPLE OF ACTIVE TRANSPORT TO LANGUAGE SIMPLE ENOUGH | 00393012 |
| | FOR CHILDREN TO UNDERSTAND. THE STUDENT IS SHOWN | 00393013 |
| | SEVERAL IDEAS FROM WHICH ANIMATED SLIDE SETS MAY BE | 00393014 |
| | CREATED WHICH WOULD ILLUSTRATE THE ABOVE PRINCIPLE. | 00393015 |
| | I, SMALL ENGINE TOTING OVERLARGE LOAD UP STEEP GRADIENT | 00393016 |
| | (THE CELL MEMBRANE) WITH A GREAT DEAL OF EFFORT, FINALLY | 00393017 |
| | MAKING THE TOP, AND SWOOPING INTO THE CELL. II. TINY | 00393018 |
| | DWARFS (ENERGY) RUSHING ROCKS (IONS) LARGER THAN | 00393019 |
| | THEMSELVES UP STEEP GRADIENT (CELL MEMBRANE) AND INTO CELL | 00393020 |
| | WIPING BROWS, SHOWING FATIGUE (LOSS OF ENERGY). | 00393021 |
| *SETTING | INDEPENDENT, COLLEGE | 00393010 |
| *MATERIALS | BLANK | 00393005 |
| *LEVEL | ALL GRADES 1-4 | 00393008 |
| *GENERAL | GENERALIST | 00393007 |
| *HOURS | 2 | 00393006 |
| *EVALUATION | THE STUDENTS MAY BE ASKED TO SUGGEST METHODS OF | 00393027 |
| | DEMONSTRATING ENERGY EXPENDED WITHIN THE CELL MEMBRANE IN | 00393028 |
| | TRANSPORTING MATERIALS AGAINS A CONCENTRATION GRADIENT | 00393029 |
| | INTO THE CELL; | 00393030 |
| *FILE | ENERGY INFERENCE INSTRUCTION | 00393009 |

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| *OBJECTIVES | THE POOLING OF DATA OBTAINED BY EACH STUDENT IN MODULE | 00394014 |
| | ENTITLED THE CLOCK REACTION, TO COMPARE AND BISCUSS THE | 00394015 |
| | EFFECT OF THE INTRODUCTION OF A VARIABLE ON THE TIME | 00394016 |
| | NECESSARY FOR A CHANGE TO OCCUR. | 00394017 |
| *PREREQUISITE | MODULE ENTITLED THE CLOCK REACTION | 00394018 |
| *EXPERIENCE | DISCUSSION OF THE CLOCK REACTION A DISCUSSION AND | 00394011 |
| | POOLING OF RESULTS OBTAINED BY INTRODUCING VARIALBES INTO | 00394012 |
| | THE EXPERIMENT ENTITLED THE CLOCK REACTION. | 00394013 |
| *SETTING | LARGE GROUP, COLLEGE | 00394010 |
| *MATERIALS | NONE | 00394005 |
| *LEVEL | GRADES 1-4 | 00394008 |
| *GENERAL | GENERALIST | 00394007 |
| *HOURS | 1/2 | 00394006 |
| *EVALUATION | THE CONSTRUCTION BY THE GROUP, OR BY EACH INDIVIDUAL, OF | 00394019 |
| | COMPOSITE GRAPHS OF EACH VARIABLE VS. REACTION TIME. CAN | 00394020 |
| | ALSO INTRODUCE ERROR | 00394021 |
| *FILE | MATTER INFERENCE ERROR | 00394009 |

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| *OBJECTIVES | GIVEN A CLOSED SYSTEM AND MATERIALS AS DESCRIBED IN | 00395030 |
| | EXPERIENCE SECTION, COMPARE ACCUMULATION OF WATER ON THE | 00395031 |
| | SURFACE OF A PLANT ANT THE INNER SURFACE OF A CLOSED | 00395032 |
| | SYSTEM WITH THAT ACCUMULATED BY AN INANIMATE OBJECT UNDER | 00395033 |
| | IDENTICAL CONDITIONS, AND IDENTIFY INFERENCES ABOUT WATER | 00395034 |
| | LOSS FROM PLANTS BASED ON OBSERVATIONS OF EXPERIMENTS | 00395035 |
| | DEMONSTRATING THIS PHENOMON. | 00395036 |
| *PREREQUISITE | MODULES ON PLANT GROWTH AND TRANSLOCATION | 00395037 |
| *EXPERIENCE | TRANSPIRATION REFERENCE: SCIENCE-A PROCESS APPROACH AAAS | 00395013 |
| | PART 4 1965 P. 168 A. PLACE PLANT PREPARED AS IN | 00395014 |
| | PHOTOGRAPH, P. 168 IN A CLOSED SYSTEM. B. PLACE INANIMATE | 00395015 |
| | OBJECT PREPARED AS IN (A) ABOVE IN A CLOSED SYSTEM. | 00395016 |
| | C. AFTER SEVERAL HOURS, NOTE ACCUMULATION OF MOISTURE ON | 00395017 |
| | INNER SIDES OF CLOSED SYSTEM AND ON THE PLANT AND | 00395018 |
| | INANIMATE OBJECT. D. COMPARE PLANT AND INANIMATE OBJECT. | 00395019 |
| | NOTE ANY DIFFERENCES IN TOTAL AMOUNT OF MOISTURE | 00395020 |
| | ACCUMULATED. E. VARY THE CONDITIONS IMPOSED ON THE PLANT | 00395021 |
| | BY (A) COATING THE TOPS OF LEAVES WITH VASELINE | 00395022 |
| | (B) COATING THE BOTTOMS OF THE LEAVES WITH VASELINE | 00395023 |
| | (C) COATING BOTH TOPS AND BOTTOMS OF LEAVES WITH VASELINE | 00395024 |
| | (D) COATING THE STEM WITH VASELINE BEFORE CARRYING OUT | 00395025 |
| | ABOVE EXPERIMENT. RESERVOIR: 1. WORK DONE BY PLANT TO | 00395026 |
| | RAISE WATER 2. PER CENT WATER LOSS BY PLANT (90%) OF | 00395027 |
| | UPTAKE; WATER LOSS BY ONE CORN PLANT IS IN AREA OF ONE | 00395028 |
| | HALF GALLON (4PINTS) PER DAY) 3. EFFICIENCY OF SYSTEM | 00395029 |
| *SETTING | LARGE GROUP, COLLEGE | 00395012 |
| *MATERIALS | PAGE 166-169 IN ABOVE REFERENCE (CLOSED SYSTEM MAY BE | 00395005 |
| | CONSTRUCTED OF SARAN WRAP, A WIRE FRAME, AND SCOTCH TAPE) | 00395006 |
| *LEVEL | GRADES 1-4 | 00395010 |
| *GENERAL | GENERALIST | 00395009 |
| *HOURS | 1 HOUR SPREAD THROUGHOUT A SCHOOL DAY. SOME MAY BE | 00395007 |
| | PREPREPARED BY THE TEACHER TO SAVE TIME | 00395008 |
| *EVALUATION | ORAL OR WRITTEN DESCRIPTION BY STUDENT OF INFERENCES DRAWN | 00395038 |
| | FROM EXPERIMENT | 00395039 |
| *FILE | PROCESS APPROACH TRANSPIRATION EXPERIEMENT | 00395011 |

| | | |
|---|---|---|
| *OBJECTIVES | GIVEN A PLANT IN A CONTAINER OF DYED WATER, DESCRIBE THE | 00396022 |
| | DISTRIBUTION OF THE WATER THROUGH THE PLANT IN A GIVEN | 00396023 |
| | PERIOD OF TIME AND MAKE INFERENCES ABOUT MOVEMENT OF WATER | 00396024 |

THROUGH A PLANT. (DO NOT COPY FOLLOWING STATEMENT 00396025
ACTUALLY THE STUDENT IS MEASURING THE MOVEMENT OF DYE AND 00396026
HOPING THAT THERE IS A DIRECT RELATIONSHIP BETWEEN THE 00396027
AMOUNT OF DYE TRANSLOCATED AND THE AMOUNT OF WATER TAKEN 00396028
UP BY THE PLANT-PRIVATE NOTE FOR OUR STAFF ONLY.) 00396029

*PREREQUISITE MODULE ON PLANT GROWTH MODULE ON TRANSLOCATION (A) 00396030
*EXPERIENCE TRANSLOCATION (B) REFERENCE: AAAS - SCIENCE, A PROCESS 00396011
APPROACH, PART 4 1965 P. 166 EXPERIENCE - DESCRIBED ON 00396012
PAGE 166 IN ABOVE REFERENCE. RESERVOIR: 1. VARIATION IN 00396013
WATER UPTAKE AS A FUNCTION OF LIGH 2. FORCES INVOLVED IN 00396014
THE WORK DONE BY THE PLANT 3. RESULTS OF TRACER 00396015
EXPERIMENTS SHOWING TRANSFLOCATION OF INORGANIC SUBSTANCES 00396016
BY: A. USE OF MAGNETIC BOARD AND APPROPRIATE MOVABLE 00396017
MATERIALS SHOWING A MOCK UP OF MOVEMENT OF WATER THROUGH 00396018
THE PLANT B. PREPARATION OF AN ANIMATED SLIDES 00396019
4. MOVEMENT OF MATERIALS OTHER THAN WATER THROUGH THE 00396020
PLANT BY USE OF (3) ABOVE. 00396021

*SETTING LARGE GROUP, COLLEGE 00396010
*MATERIALS AS ON P. 166 ABOVE 00396005
*LEVEL BLANK 00396008
*GENERAL GENERALIST 00396007
*HOURS 30 MINUTES SPREAD OVER NECESSARY TIME 00396006
*EVALUATION 1. A LIST OF OBSERVATIONS ABOUT THE EXPERIMENT FROM THE 00396031
STUDENT 2. A DESCRIPTION BY THE STUDENT OF THE INFERENCES 00396032
SUPPORTED BY HIS OBSERVATIONS 00396033

*FILE PROCESS APPROACH TRANSLOCATION WATER UPTAKE 00396009

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*OBJECTIVES THE CONSTRUCTION OF A MODEL WHICH MAY BE USED BY THE 00397045
TRAINEE TO TEACH CLASSIFICATION OF COLORS AS A 00397046
FUNCTION OF LENGTH (OF THE WAVE OF LIGHT INVOLVED), AND 00397047
WHICH IS FURTHER SO CONSTRUCTED AS TO ALLOW INFERENCE OF 00397048
TRANSMISSION, ABSORPTION, AND THE WAVE ASPECT OF LIGHT. 00397049

*PREREQUISITE MODULE THE SPECTRUM 00397050
*EXPERIENCE COLOR: (TO BE DEMONSTRATED BY THE PROFESSOR) 1. CONSTRUCT 00397011
A 3 DIMENSIONAL DART BOARD OF ANY CONVENIENT DIMENSIONS 00397012
WHICH IS DIVIDED INTO SECTIONS BY COLOR (VIOLET, INDIGO, 00397013
BLUE, GREEN, YELLOW, ORANGE, RED - FROM LEFT TO RIGHT). 00397014
2. THE BACK OF THE BOARD IS SLANTED AT CAREFULLY MEASURED 00397015
DISTANCES INCREASING FROM LEFT TO RIGHT AWAY FROM AND 00397016
BEHIND THE FRAME OF THE BOARD. 3. THE INCREASING 00397017
DISTANCES OF THE BACK OF THE BOARD AWAY FROM ITS FRAME 00397018
EXACTLY CORRESPOND TO THE LENGHTS OF DARTS WHICH ARE 00397019
COLORED TO MATCH THE AREA OF THE BOARD WHICH THEY 00397020
REPRESENT, AND MAY BE NUMBERED TO INDICATE A SECTION OF 00397021
COLOR A. THE DARTS MAY BE CONSTRUCTED OF STRIPS OF DYED 00397022
STYROFOAM (SEE PAGE 2) INTO WHICH COMMON PINS FROM WHICH 00397023
THE HEADS HAVE BEEN REMOVED ARE PLACED. SQUARE PIECES OF 00397024
STYROFOAM MAY BE PURCHASED AT DIME STORES AND CUT TO SIZE. 00397025
4. A SLIDING PANEL ACROSS THE BOARD IS CONSTRUCTED SO AS 00397026
TO COVER ALL COLOR AREAS EXCEPT ONE. THE PANEL COULD BE 00397027
CONSTRUCTED IN REMOVABLE SECTIONS OR IN SEVERAL SECTIONS 00397028
WHICH SLIDE FROM EITHER END. 5. IF A DART OF THE WRONG 00397029
LENGTH IS THROWN THROUGH OPEN SPACE, IT WILL BE EITHER TO 00397030
SHORT OR TOO LONG TO EXACTLY FIT THE SPACE. ONLY A DART 00397031
OF IDENTICAL LENGTH WILL MATCH THE LENGTH OF THE SPACE 00397032
PROVIDED. 6. IF DESIRED, THE LENGTHS MAY BE CALIBRATED TO 00397033
BE EXACTLY ANALAGOUS TO ACTUAL WAVE LENGTHS OF EACH COLOR. 00397034
RESERVOIR: CONSIDERATION OF THE WAVE ASPECT OF THE PHOTON. 00397035

USE OF COLORED CELLOPHANE AS COMPARISON COLOR! CONTINUED) 00397036
THE PANEL SET INTO THIS MODEL IS ALSO THREE DIMENSIONAL. 00397037
1, IF ALL PANELS ARE IN PLACE, THE STUDENT SEES BLACK 2. IF NO PANELS 00397038
ARE IN PLACE THE STJDENT SEES WHITE (NO DARTS ARE THROWN) 00397039
3, THE DARTS MAY BE MADE IN THE SHAPE OF THE SINUSOIDAL 00397040
CURVE WHICH WAVE LENGTH IS THEORIZED TO FOLLOW THE LENGTH 00397041
AND SHAPE OF ONE WAVE. 4, THE AREA FOR EACH COLOR CAN 00397042
ALSO BE NUMBERED TO FURTHER PINPOINT AREA WHERE EACH 00397043
DART BELONGS. (IF THE DARTS, ARE NUMBERED CORRESPONDINGLY) 00397044

*SETTING LARGE GROUP, COLLEGE 00397010
*MATERIALS AS NOTED ABOVE 00397005
*LEVEL GRADES 1-4 00397008
*GENERAL GENERALIST 00397007
*HOURS 1 00397006
*EVALUATION THE STUDENT MAY BE ASKED TO RELATE TRANSMISSION, 00397011
ABSORPTION AND WAVE LENGTH OF LIGHT TO THE BORAD, 00397012
STUDENT MAY BE ASKED TO SUGGEST WAYS IN WHICH HE MIGHT USE 00397013
ABOVE OR SIMILAR MODEL TO TEACH COLOR CLASSIFICATION TO 00397014
CHILDREN AN SEVERAL GRADE LEVELS. 00397015

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*OBJECTIVES AS A RESULT OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE 00398021
TO RELATE ALL TYPES OF ELECTROMAGNETIC WAVES TO THEIR 00398022
APPROPRIATE POSITIONS ON THE SPECTRUM 00398023
00398024
*PREREQUISITE NONE
*EXPERIENCE LECTURE-DEMONSTRATION-THE SPRECTRUM 00398011
DR; J, R. BRANDOU DIRECTOR SCIENCE AND MATHEMATICS 00398012
TEACHING CENTER MICHIGAN STATE UNIVERSITY EAST LANSING, 00398013
MICHIGAN SET UP 35MM PROJECTOR OR OTHER LIGHT SOURCE 00398014
A PLANT PREPARED AS IN INSTRUCTIONS (P, 167). 3. SEAL AS 00399015
BOARD, USING UV CHALK + LIGHT WRITE UV + SHORTER 00398016
WAVE LENGTHS TO FILL HALF THE BOARD, USE A RED 00398017
IRRODESENT BULB TO ILLUMANATE OTHER END USE REGULAR CHALK 00398018
TO WRITE RED TO LONGER WAVE LENGTHS. FILL ENTIRE 00398019
BLACKBOARD. 00398020
*SETTING LARGE GROUP, COLLEGE 00398010
*MATERIALS MODEL OF THE SPECTRJM 00398005
*LEVEL ALL GRADES 00398008
*GENERAL ALL CANDIDATES 00398007
*HOURS 1 00398006
*EVALUATION THE STUDENT MAY BE ASKED TO CONSTRUCT/DIAGRAM OF A 00398025
SPECTRUM ON PAPER OR ON THE BORAD, 00398026
*FILE SPRECTRUM CLASSIFICATION ELECTROMAGNETIC WAVES 00398009

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*OBJECTIVES TO IDENTIFY OBSERVATIONS ABOUT WATER UPTAKE BY PLANTS AND 00399020
USE THESE TO MAKE PREDICTIONS OF WATER UPTAKE OVER A 00399021
PERIOD OF TIME BY MEANS OF A GRAPH. BSCS VOLUMETER SET 00399022
UP IS ALSO A BEAUTY FOR UPTAKE IDEAS. 00399023
00399024
*PREREQUISITE MODULE ON PLANT GROWTH
*EXPERIENCE TRANSLOCATION: (A) REFERENCE: AAAS = SCIENCE - A PROCESS 00399011
APPROACH, PART 4, 1965 P. 166,167 1. CONSTRUCT TUBE AS 00399012
PER INSTRUCTIONS, P. 167,168, AND FILL WITH INANIMATE 00399013
OBJECT. 2. CONSTRUCT TUBE AS IN (1) ABOVE, AND FILL WITH 00399014
A PLANT PREPARED AS IN INSTRCUTIONS (P, 167). 3, SEAL AS 00399015
PER INSTRUCTIONS (P. 167) 4. KEEP AN HOURLY RECORD OF THE 00399016
WATER LEVEL IN EACH TJBE THROUGHOUT THE DAY. (TAKE 5-6 00399017
READINGS) RESERVOIR: VARIATIONS IN WATER UPTAKE AS A 00399018
FUNCTION OF LIGHT. 00399019
*SETTING LARGE GROUP, COLLEGE 00399010
*MATERIALS P, 166-168 IN ABOVE REFERENCE 00399005

| | | |
|---|---|---|
| *LEVEL | BLANK | 00399008 |
| *GENERAL | GENERALIST | 00399007 |
| *HOURS | ONE HOUR SPREAD OVER 4-5 HRS. | 00399006 |
| *EVALUATION | CONSTRUCTION OF A GRAPH AND PREDICTING WATER UPTAKE BY | 00399025 |
| | PLANTS OVER A PERIOD OF TIME. | 00399026 |
| *FILE | MATTER PREDICTIONS TRANSLOCATION | 00399009 |

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| *OBJECTIVES | TO OBSERVE THE MOVEMENT OF WATER ACROSS A MEMBRANE FROM AN | 00400028 |
| | AREA OF HIGHER WATER CONCENTRATION TO AN AREA OF LOWER | 00400029 |
| | WATER CONCENTRATION, AND TO INFER A RELATIONSHIP BETWEEN A | 00400030 |
| | NONLIVING EXAMPLE OF THIS PHENOMENON AND ONE INVOLVING | 00400031 |
| | LIVING MATERIAL. | 00400032 |
| *PREREQUISITE | MODULE ON DIFFUSION, MODULE ON CELL STRUCTURE (PLANT) | 00400033 |
| | MODULE ON CELL STRUCTURE (ANIMAL) | 00400034 |
| *EXPERIENCE | OSMOSIS: 1, COVER THE CUP END OF A THISTLE TUBE WITH | 00400011 |
| | CELLOPHANE OR BLADDER SKIN (OR COMMERICAL SEMI-PERMEABLE | 00400012 |
| | MEMBRANE) WITH A RUBBER BAND. | 00400013 |
| | MEMBRANE) WITH A RUBBER BAND. 2. PLACE A CONVENIENT | 00400014 |
| | QUANTITY OF A 2 M SOLUTION OF SUCROSE IN WATER IN THE | 00400015 |
| | TUBE. (MAKE SURE THAT THE LEVEL OF SOLUTION IN THE TUBE | 00400016 |
| | IS NOT MORE THAN 1/3 THE DISTANCE FROM THE BOTTOM TO THE | 00400017 |
| | TOP OF THE TUBE.) 3. PLACE THE TUBE INTO A CONTAINER OF | 00400018 |
| | WATER AND CLAMP SECURELY IN PLACE WELL BELOW THE WATER | 00400019 |
| | LINE. (MARK THE SOLUTION LEVEL IN THE TUBE.) 4. ALLOW TO | 00400020 |
| | STAND UNTIL A NOTICEABLE DIFFERENCE IN SOLUTION LEVEL | 00400021 |
| | OCCURS. 5. A CARROT MAY BE USED IN PLACE OF A THISTLE | 00400022 |
| | TUBE. A. CUT A SECTION OF CARROT ABOUT 2 INCHES IN HT. | 00400023 |
| | B, CORE THE CARROT, LEAVING AS THIN A WALL AS PERMISSIBLE | 00400024 |
| | STILL RETAINING AN INTACT CELL STRUCTURE OF THE CARROT. | 00400025 |
| (BOTTOM INTACT) | C, ATTACH A PIECE OF GLASS TUBING TO THE TOP(OPEN) END | 00400026 |
| | WITH RUBBER TUBING. D. PREPARE AND OBSERVE AS ABOVE. | 00400027 |
| *SETTING | INDEPENDENT, COLLEGE | 00400010 |
| *MATERIALS | AS NOTED ABOVE | 00400005 |
| *LEVEL | GRADES 1-4 | 00400008 |
| *GENERAL | GENERALIST | 00400007 |
| *HOURS | 3/4. | 00400006 |
| *EVALUATION | 1. DESCRIBE THE RESULTS OBTAINED IN EACH CASE. | 00400035 |
| | 2.CONSTRUCT AN INFERENCE WHICH SUPPORTS THE RESULTS IN (1) | 0040036 |
| | 3, STUDENT MAY BE ASKED TO INFER A RELATIONSHIP BETWEEN | 00400037 |
| | THE CELLOPHANE MEMBRANE COVERING THE THISTLE TUBE AND A | 00400038 |
| | CELL MEMBRANE, I.E. OF A PLANT OR ANIMAL CELL. | 00400039 |
| *FILE | OSMOSIS EXPERIEMENT WATER CONCENTRATION | 00400009 |

| | | |
|---|---|---|
| *OBJECTIVES | 1. CONSTRUCT AN INFERENCE TO EXPLAIN DATA COLLECTED | 00401017 |
| | RELATING TIME AND CHANG. 2. DESCRIBE HOW DATA SUPPORT OR | 00401018 |
| | DO NOT SUPPORT AN INFERENCE CONCERNING TIME FOR A CHANGE | 00401019 |
| | TO OCCUR. | 00401020 |
| *PREREQUISITE | 1.CHILD SHOULD HAVE AN UNDERSTANDING OF WHAT A CHANGE IN | 00401021 |
| | TIME MEANS (HE SHOULD KNOW THE APPROXIMATE VALUE OF A | 00401022 |
| | MINUTE AND THAT THERE ARE UNITS OF TIME SMALLER THAN A | 00401023 |
| | MINUTE) 2. IT IS ASSUMED THAT HE HAS AN UNDERSTANDING OF | 00401024 |
| | DEGREE CHANGES IN TEMPERATURE (OR AT LEAST OF SMALL | 00401025 |
| | CHANGES IN TEMPERATURE) | 00401026 |
| *EXPERIENCE | THE VERSATILE CLOCK REF. ALYEA, H.N. AND DUTTON F.B.: | 00401011 |
| | TESTED DEMONSTRATIONS IN CHEMISTRY P.179. SUBMITTED BY | 00401012 |
| | JAMES L. DYE, M.S.U. E. LANSING, MICH- REPRINTED FROM | 00401013 |
| | THE JOURNAL OF CHEMICAL EDUCATION. 1. PERFORM THE | 00401014 |
| | DEMONSTRATION 2. INTRODUCE ONE VARIABLE, HOLDING ALL | 00401015 |
| | OTHERS CONSTANT; MAKE 4 MEASUREMENTS, AND RECORD DATA. | 00401016 |

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*SETTING       INDEPENDENT,  COLLEGE                                          00401010
*MATERIALS     AS NOTED ABOVE                                                 00401005
*LEVEL         ALL GRADES                                                     00401008
*GENERAL       GENERALIST                                                     00401007
*HOURS         30                                                             00401006
*EVALUATION    1. ORAL OR WRITTEN INFERENCE FROM STUDENT CONCERNING DATA      00401027
               HE HAS COLLECTED 2. A GRAPH DRAWN BY THE STUDENT RELATING      00401028
               TIME FOR A CHANGE TO OCCUR WITH A CHANGE IN VARIABLE           00401029
*FILE          TIME-CHANGE  INPERENCE  EXPERIEMENTAL METHOD                   00401009
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*OBJECTIVES    TO MAKE REPEATED ESTIMATES OF RELATIVELY SMALL NUMBERS OF      00832025
               OBJECTS (UNDER 100) TO EXTEND THE STUDENTS ABILITIES TO        00832026
               ESTIMATE NUMBERS FROM 10 TO 100.                               00832027
*PREREQUISITES BLANK                                                          00832028
*EXPERIENCE    1.  THE STUDENTS SHOULD WORK IN SMALL GROUPS (ABOUT 4)         00832011
               ONE STUDENT WILL TAKE A HANDFUL OF OBJECTS (SUGAR              00832012
               CUBES, BEANS, RICE, ETC.) AND THROW THEM DOWN ON A SQUARE      00832013
               OF DARK PAPER.  AFTER A BRIEF PERIOD OF TIME THE               00832014
               OBJECTS SHOULD BE COVERED AND THE STUDENTS SHOULD RECORD       00832015
               THEIR ESTIMATE OF THE NUMBER OF OBJECTS.  THE OBJECTS ARE      00832016
               THEN COUNTED AND THE CORRECT NUMBER RECORDED.  THE             00832017
               NUMBER OF OBJECTS SHOULD BE INCREASED GRADUALLY AND            00832018
               STUDENTS SHOULD TAKE TURNS THROWING OUT HANDFULS.              00832019
               2.  FILL A PAPER BAG WITH OBJECTS (BALLS, ORANGES,             00832020
               POTATOES, ETC.) AND ASK THE STUDENTS TO ESTIMATE THE           00832021
               NUMBER.  WRITE THE ESTIMATES ON THE BLACKBOARD.  COUNT THE     00832022
               OBJECTS.  DISCUSSS THE RANGE AND METHODS USED IN ESTI-         00832023
               IMATING.  REF.  BEAS AND PARTICLES ESS                         00832024
*SETTING       SMALL GROUP        COLLEGE                                     00832010
*MATERIALS     BEANS, RICE, SUGARCUBES, BALLS, ORANGES, PEAS OR SIMILAR       00832005
               OBJECTS TO COUNT.                                              00832005
*LEVEL         ALL GRADES                                                     00832008
*GENERAL       ALL CANDIDATES                                                 00832007
*HOURS         1/2                                                            00832006
*EVALUATION    THE STUDENT SHOULD BE ABLE TO ESTIMATE THE NUMBER OF           00832029
               OBJECTS IN A HANDFUL OR BAG WITH A $10^{-1}5$ PERCENT ERROR.   00832030
*FILE          MATTER   PHYSICAL SCIENCE   LARGE NUMBERS                     00832009
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*OBJECTIVES    TO ESTIMATE AND DEVISE METHODS OF COUNTING LARGE NUMBERS       00833021
               OF OBJECTS.                                                    00833022
*PREREQUISITES  PREVIOUS MODULE ON ESTIMATING HANDFULS AND BAGFULS            00833023
               OF OBJECTS.                                                    00833024
*EXPERIENCE    FILL QUART MASON JARS (NO MORE THAN 1 1/2 IN. FROM             00833011
               THE TOP) WITH BEANS, PEAS, POPPING CORN, RICE, MACARONI,       00833012
               TOOTH-PICKS, JELLY BEANS OR SIMILAR OBJECTS.  ASK EACH         00833013
               STUDENT TO ESTIMATE THE NUMBER OF OBJECTS IN EACH OF FOUR      00833014
               JARS AND TO COUNT THE NUMBER OF OBJECTS IN ONE OF THE          00833015
               JARS BY AT LEAST THREE DIFFERENT METHODS.                      00833016
               STUDENTS SHOULD BE PROVIDED WITH SCALES, BALANCES, AND A       00833017
               NUMBER OF DIFFERENT SIZE CONTAINERS (E.G. MILK CARTONS         00833018
               WITH TOPS CUT OFF, DRINKING CUPS, MEDICINE CUPS, MEASURING     00833019
               SPOONS, ETC.)     REF SEE PEAS AND PARTICLES ESS               00833020
*SETTING       INDEPENDENT       COLLEGE                                      00833010
*MATERIALS     BLANK                                                          00833005
*LEVEL         ALL GRADES                                                     00833008
*GENERAL       ALL CANDIDATES                                                 00833007
*HOURS         1                                                              00833006
*EVALUATION    ESTIMATES SHOULD BE HANDED IN BEFORE COUNTING BEGINS.          00833025
               STUDENT SHOULD DESCRIBE THE THREE METHODS HE DIVISED FOR        00833026
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| | COUNTING AND DISCUSS THEIR RELATIVE ACCURACIES AND SPEEDS. | 00833027 |
| *FILE | MATTER PHYSICAL SCIENCE LARGE NUMBERS | 00833009 |

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|---|---|---|
| *OBJECTIVES | TO COMPARE THE SPEEDS AND ACCURACIES OF VARIOUS METHODS OF | 00834023 |
| | ESTIMATING AND COUNTING LARGE NUMBERS OF OBJECTS. | 00834024 |
| *PREREQUISITES | PREVIOUS MODULE ON COUNTING LARGE NUMBERS OF OBJECTS. | 00834025 |
| *EXPERIENCE | STUDENTS SHOULD TAKE TURNS PRESENTING REPORTS ON A METHOD | 00834011 |
| | WHICH THEY DEVISED FOR COUNTING LARGE NUMBERS OF OBJECTS | 00834012 |
| | UNTIL ALL METHODS USED HAVE BEEN DISCUSSED. DISCUSSION | 00834013 |
| | SHOULD THEN BE CENTERED ON THE RELATIVE SPEEDS AND | 00834014 |
| | ACCURACIES OF DIFFERENT METHODS OF COUNTING | 00834015 |
| | METHODS DISCUSSED SHOJLD INCLUDE 1. COUNTING ONE BY ONE | 00834016 |
| | 2. TAKING A SAMPLE 3. COUNTING BY AREA 4. HALVING | 00834017 |
| | 5. WEIGHING 6.RATIOS | 00834018 |
| | ESTIMATES MADE BY STUDENTS OF THE NUMBER OF OBJECTS IN THE | 00834019 |
| | JARS SHOULD BE LISTED ON THE BOARD. THE RELATIVE MERITS O | 00834020 |
| | F DIFFERENT METHODS IN ESTIMATING SHOULD BE DISCUSSED. | 00834021 |
| | SEE PEAS AND PARIICLES ESS | 00834022 |
| *SETTING | LARGE GROUP COLLEGE | 00834010 |
| *MATERIALS | BLANK | 00834005 |
| *LEVEL | ALL GRADES | 00834008 |
| *GENERAL | ALL CANDIDATES | 00834007 |
| *HOURS | 1/2 | 00834006 |
| *EVALUATION | THE STUDENT SHOULD STATE WHICH METHOD OR METHODS HE WOULD | 00834026 |
| | CHOOSE TO MAKE A RAPID COUNT OR ESTIMATE OF A LARGE NUMBER | 00834027 |
| | OF OBJECTS AND WHICH METHOD TO MAKE AN ACCURATE COUNT (OR | 00834028 |
| | ESTIMATE). | 00834029 |
| *FILE | MATTER PHYSICAL SCIENCE LARGE NUMBERS | 00834009 |

| | | |
|---|---|---|
| *OBJECTIVES | THE STUDENT WILL APPLY HIS TECHNIQUES IN ESTIMATING LARGE | 00835016 |
| | NUMBERS TO OBJECTS IN HIS ENVIRONMENT. | 00835017 |
| *PREREQUISITES | PREVIOUS MODULE ON COUNTING LARGE NUMBERS OF OBJECTS. | 00835018 |
| *EXPERIENCE | STUDENT SHOULD ESTIMATE AND STATE HIS METHOD OF ESTIMATING | 00835011 |
| | SOME OBJECTS IN HIS ENVIRONMENT E.G. LEAVES ON TREES | 00835012 |
| | TILES ON FLOOR, WALL ETC PERFORATED HOLES IN MASONITE | 00835013 |
| | BRICKS BLADES OF GRASS IN FIXED AREA BIRDS STARS | 00835014 |
| | IN PORTION OF SKY. | 00835015 |
| *SETTING | INDEPENDENT COLLEGE | 00835010 |
| *MATERIALS | BLANK | 00835005 |
| *LEVEL | ALL GRADES | 00835008 |
| *GENERAL | ALL CANDIDATES | 00835007 |
| *HOURS | 1/4 | 00835006 |
| *EVALUATION | STUDENT ESTIMATES SHOJLD BE REASONABLE FOR ORDER OF | 00835019 |
| | MAGNITUDE (UP TO 20 PERCENT) | 00835020 |
| *FILE | MATTER PHYSICAL SCIENCE LARGE NUMBERS | 00835009 |

| | | |
|---|---|---|
| *OBJECTIVES | THE STUDENT SHOULD BE ABLE TO PREDICT THE CHANGE IN ANGULA | 00863021 |
| | R DIAMETER OF A CIRCLE AS A FUNCTION OF ITS DISTANCE | 00836022 |
| | FROM THE OBSERVER. | 00836023 |
| *PREREQUISITES | BLANK | 00836024 |
| *EXPERIENCE | DETERMINE THE APPARENT SIZE OF A CIRCLE (ITS ANGULAR | 00836011 |
| | DIAMETER) AS A FUNCTION OF ITS DISTANCE FROM THE OBSERVER. | 00836012 |
| | DRAW A CIRCLE OF 30CM DIAMETER ON THE BLACKBOARD. THE | 00836013 |
| | STUDENT WILL STAND AT A POSITION MARKED ON THE FLOOR, CLO- | 00836014 |
| | SE ONE EYE, AND MEASURE THE DIAMETER OF THE CIRCLE WITH A | 00836015 |
| | SHORT STICK OR RULER CALIBRATED IN MM HELD AT ARM'S | 00836016 |
| | DISTANCE. HE SHOULD REPEAT THE MEASUREMENT AT THREE | 00836017 |
| | OTHER POSITIONS OF GRADUALLY INCREASING DISTANCE FROM THE | 00836018 |

| | | |
|---|---|---|
| | BLACKBOARD. THE DISTANCES SHOULD BE MEASURED WITH A | 00836019 |
| | METER STICK. | 00836020 |
| *SETTING | INDEPENDENT COLLEGE | 00836010 |
| *MATERIALS | METER STICK, STICK OR RULER CALIBRATED IN MM. | 00836005 |
| *LEVEL | ALL GRADES | 00836008 |
| *GENERAL | ALL CANDIDATES | 00836007 |
| *HOURS | 1/3 | 00836006 |
| *EVALUATION | GRAPH THE ANGULAR DIAMETER AS A FUNCTION OF ITS DISTANCE. | 00836025 |
| | USE THE GRAPH TO PREDICT ANGULAR DIAMETER AT A GIVEN | 00836026 |
| | DISTANCE. | 00836027 |
| *FILE | CHANGE GEO SCI ANG DIAM. | 00836009 |

| | | |
|---|---|---|
| *OBJECTIVES | TO DEVISE A METHOD FOR ILLUSTRATING ORDERS OF MAGNITUDE TO | 00837017 |
| | GRADE SCHOOL CHILDREN (2-5) | 00837018 |
| *PREREQUISITES | NODULES (4) ON COUNTING AND ESTIMATING LARGE NO#S OF | 00837019 |
| | OBJECTS IN ELEM SCIENCE COURSE. | 00837020 |
| *EXPERIENCE | THE STUDENT SHOULD DEVISE A METHOD (CHART, PHOTOGRAPHS, | 00837011 |
| | JARS OF PEAS, NYLON-NETTING, ETC.) TO GRAPHICALLY ILLU- | 00837012 |
| | STRATE THE CONCEPT OF ORDERS OF MAGNITUDE OF 1, 10, 100, | 00837013 |
| | 1,000, 10,000, 100,000, 1,000,000 TO CHILDREN AT 2ND TO | 00837014 |
| | 5TH GRADE LEVEL. STUDENTS SHOULD COMPARE METHODS AND | 00837015 |
| | EVALUATE THEIR EFFECTIVENESS. | 00837016 |
| *SETTING | INDEPENDENT COLLEGE | 00837010 |
| *MATERIALS | BLANK | 00837005 |
| *LEVEL | ALL GRADES | 00837008 |
| *GENERAL | ALL CANDIDATES | 00837007 |
| *HOURS | 1/2 CLASS TIME HOMEWORK VARIABLE | 00837006 |
| *EVALUATION | THE STUDENT SHOULD EVALUATE THE METHOD HE DIVISED AND | 00837021 |
| | CHOOSE FROM ALL METHODS DEVISED BY CLASSMATES TWO OR THREE | 00837022 |
| | THAT WOULD PROVE MOST EFFECTIVE. | 00837023 |
| *FILE | MATTER PHYSICAL SCIENCE METHODS | 00837009 |

| | | |
|---|---|---|
| *OBJECTIVES | TO RECOGNIZE AND INVESTIGATE THE VARIETY OF CHANGES | 00838020 |
| | A SINGLE SUBSTANCE CAN UNDERGO. | 00838021 |
| *PREREQUISITES | BLANK | 00838022 |
| *EXPERIENCE | DISCUSS CHANGE IN THE ENVIRONMENT. THE STUDENTS SHOULD | 00838011 |
| | BE ASKED TO GIVE EXAMPLES OF WAYS IN WHICH THEY HAVE | 00838012 |
| | CHANGED THEIR ENVIRONMENT IN THE LAST 24 HRS. | 00838013 |
| | EACH STUDENT SHOULD BE GIVEN A SAMPLE OF AN EARTH MATERIAL | 00838014 |
| | SUCH AS HALITE OR QUARTZ AND INSTRUCTED TO CHANGE IT IN AS | 00838015 |
| | MANY WAYS AS HE CAN BY THE NEXT CLASS PERIOD. (AT LEAST | 00838016 |
| | THREE WAYS) | 00838017 |
| | STUDENT SHOULD SUBMIT A REPORT ON HIS TREATMENT OF THE | 00838018 |
| | MATERIAL AND HIS RESULTS. | 00838019 |
| *SETTING | INDEPENDENT COLLEGE | 00838010 |
| *MATERIALS | HALITE OR OTHER EARTH MATERIAL | 00838005 |
| *LEVEL | ALL GRADES | 00838008 |
| *GENERAL | ALL CANDIDATES | 00838007 |
| *HOURS | 1/2 | 00838006 |
| *EVALUATION | THE STUDENT SHOULD SUBMIT A REPORT ON HIS TREATMENT OF THE | 00838023 |
| | MATERIAL AND HIS RESULTS. | 00838024 |
| *FILE | CHANGE GEO SCI ENVIRONMENT | 00838009 |

| | | |
|---|---|---|
| *OBJECTIVES | TO RELATE SOME OF THE PROCESSES USED IN PRODUCING CHANGES | 00839016 |
| | IN HIS EARTH MATERIAL TO NATURAL EARTH CHANGES. | 00839017 |
| *PREREQUISITES | PREVIOUS MODULE ON CHANGING AN EARTH MATERIAL | 00839018 |
| *EXPERIENCE | THE STUDENTS SHOULD REPORT ON THEIR TREATMENT OF THE EARTH | 00839011 |
| | MATERIAL AND THEIR RESULTS. IN A DISCUSSION HELP THE | 00839012 |

| | | |
|---|---|---|
| | STUDENTS RELATE SOME OF THESE CHANGES (FREEZING, HEATING, | 00839013 |
| | DISSOLVING, PLACING UNDER RUNNING WATER ETC.) TO NATURAL | 00839014 |
| | EARTH CHANGES. | 00839015 |
| *SETTING | LARGE GROUP COLLEGE | 00839010 |
| *MATERIALS | BLANK | 00839005 |
| *LEVEL | ALL GRADES | 00839008 |
| *GENERAL | ALL CANDIDATES | 00839007 |
| *HOURS | 1/2 | 00839006 |
| *EVALUATION | THE STUDENT SHOULD BE ABLE TO CITE EVIDENCE OF CHANGE | 00839019 |
| | AND RELATE CHANGES IN HIS EARTH MATERIAL TO NATURAL EARTH | 00839020 |
| | CHANGES. | 00839021 |
| *FILE | CHANGE GEO SCI DISCUSSION | 00839009 |

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|---|---|---|
| *OBJECTIVES | TO GATHER WEATHER DATA OVER A PERIOD OF 10 WEEKS TO DIS- | 00840026 |
| | COVER SOME GENERAL PATTERNS IN ATMOSPHERIC VARIABLES AND | 00840027 |
| | TO GAIN EXPERIENCE IN USING WEATHER INSTRUMENTS. | 00840028 |
| *PREREQUISITES | BLANK | 00840029 |
| *EXPERIENCE | WEATHER WATCH - STUDENTS SHOULD MAKE DAILY OBSERVATIONS | 00840011 |
| | OF WEATHER DATA FOR A 10 WEEK PERIOD AND POST RESULTS ON A | 00840012 |
| | WALL CHART. THE DATA RECORDED SHOULD INCLUDE A. DATE | 00840013 |
| | B. TIME OF OBSERVATION C. AIR TEMPERATURE D. PRESSURE | 00840014 |
| | E. WIND DIRECTION AND SPEED F. SKY CONDITION G. WEATHER | 00840015 |
| | H. PRECIPITATION. RESPONSIBILITY FOR MAKING AND RECORDING | 00840016 |
| | EACH OF THE MEASUREMENTS SHOULD BE ROTATED AMONG MEMBERS | 00840017 |
| | F THE CLASS OR CLASSES. NEWSPAPER REPORTS MAY BE USED | 00840018 |
| | TO PROVIDE DATA OVER WEEKENDS AND HOLIDAYS. STUDENTS | 00840019 |
| | SHOULD BE REMINDED PERIODICALLY TO LOOK FOR PATTERNS AMONG | 00840020 |
| | WEATHER VARIABLES. U.S. DAILY WEATHER MAPS SHOULD BE EX- | 00840021 |
| | AMINED FREQUENTLY TO RELATE LOCAL WEATHER CHANGES TO THE | 00840022 |
| | CHANGING REGIONAL PATTERN. PUBLICATIONS A. CLOUD CHART | 00840023 |
| | B. CLIMATOLOGICAL OBSERVERS, C. DAILY WEATHER MAP U.S. | 00840024 |
| | GOVERNMENT PRINTING OFFICE. | 00840025 |
| *SETTING | BLANK | 00840010 |
| *MATERIALS | WHITE WRAPPING PAPER OR DATA SHEETS. RAIN GAUGE ANEMO- | 00840005 |
| | METER, BAROMETER, THERMOMETER, MAX-MIN THERMOMETER, | 00840005 |
| | PSCHROMETER, WIND VANE. | 00840005 |
| *LEVEL | ALL GRADES | 00840008 |
| *GENERAL | ALL CANDIDATES | 00840007 |
| *HOURS | 2 1/2 HOURS OVER TWO WEEK PERIOD | 00840006 |
| *EVALUATION | POSTING OF THE DATA ON THE WALL CHART EACH DAY. | 00840030 |
| | STUDENTS SHOULD BE ABLE TO DISCOVER A PATTERN IN A WEATHER | 00840031 |
| | VARIABLE FROM THE CHART. | 00840032 |
| | STUDENT SHOULD DEMONSTRATE AN ACCURATE READING ON EACH | 00840033 |
| | WEATHER INSTRUMENT. | 00840034 |
| *FILE | CHANGE GEO SCI WEATHER | 00840009 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE, THE STUDENT SHOULD BE ABLE | 00841031 |
| | TO CONSTRUCT BY DIAGRAM A VALID RELATIONSHIP BETWEEN | 00841032 |
| | ENERGY CONVERSIONS ESSENTIAL TO LIFE SUPPORT. | 00841033 |
| *PREREQUISITES | NONE | 00841034 |
| *EXPERIENCE | NONCYCLIC INTERACTIONS INVOLVING LIFE PROCESSES (ENERGY | 00841011 |
| | CONVERSIONS). | 00841012 |
| | (TO THE INSTRUCTOR - ANY TREATMENT OF ENERGY IN | 00841013 |
| | RELATION TO LIFE NECESSITATES INCORPORATION OF SEVERAL | 00841014 |
| | FACTS (1) THAT ENERGY DERIVED FROM THE SUN IS NOT RE- | 00841015 |
| | TURNED TO THE SUN (2) THAT ENERGY DISSIPATED BY ORGANISMS | 00841016 |
| | AS HEAT, LIGHT, SOUND, OR MECHANICAL ENERGY MAY | 00841017 |
| | ULTIMATELY BE DISSIPATED BY LEAKAGE FROM THE EARTH, AND | 00841018 |
| | (3) THAT 1 AND 2 SUPPORT THE SECOND LAW OF THERMODYNAMICS | 00841019 |

NAMELY THAT THE RANDOMNESS OF A SYSTEM TENDS TO INCREASE 00841020
HOWEVER SLOWLY. A DISCUSSION OF ENERGY CONVERSIONS VITAL 00841021
TO LIFE PROCESSES MAY BE PRECEEDED BY SHOWING A SET OF 00841022
SLIDES DEVELOPED AS FOLLOWS U. LIGHT ENERGY (SUN) AND 00841023
STORED CHEMICAL ENERGY (CO2 + H2O --o- PLANT +---STORED 00841024
CHEMICAL ENERGY (PLANT). 2. STORED CHEMICAL ENERGY 00841025
(PLANT) ---- ANIMAL CONSUMPTION --- STORED CHEMCIAL 00841026
ENERGY (ANIMAL). 3. STORED CHEMICAL ENERGY (ANIMAL) ---00841027
HEAT, LIGHT, SOUND, MECHANICAL (DISSIPATED) CHEMICAL 00841028
ENERGY (CO2 + H2O) 00841029
4, A RETURN OF CO2 + H2O TO SLIDE (1) 00841030

*SETTING COLLEGE - LARGE GROUP 00841010
*MATERIALS SLIDES 00841005
*LEVEL GRADES 1-4 00841008
*GENERAL GENERALIST 00841007
*HOURS 1/2 00841006
*EVALUATION THE STUDENT MAY BE ASKED TO CONSTRUCT A DIAGRAM WHICH 00841035
SHOWS A VALID RELATIONSHIP BETWEEN ENERGY CONVERSIONS 00841036
TO LIFE PROCESSES. 00841037
*FILE ENERGY BIO SCI INTERACTION 00841009

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*OBJECTIVES AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE 00842024
TO DESCRIBE BY DIAGRAM ALL OF THE MAJOR PHASES OF THE 00842025
CARBON CYCLE. 00842026
*PREREQUISITES MODULE 841 00842027
*EXPERIENCE CYCLIC INTERACTIONS INVOLVING LIFE PROCESSES (I) THE 00842011
CARBON CYCLE 00842012
A SERIES OF OVERLAYS SHOULD BE PREPARED WHICH WOULD 00842013
DESCRIBE THE FOLLOWING SET OF INTERACTIONS- 00842014
1, THE USE OF CARBON DIOXIDE AND WATER BY PLANTS TO FORM 00842015
SUGAR, 2. THE CONVERSION OF SUGAR TO STARCH FOR STORAGE 00842016
PURPOSES. 3. CONSUMPTION OF STARCH BY ANIMALS. 4, THE CON-00842017
VERSION OF PLANT STARCH TO ANIMAL STARCH. 5. THE USE OF 00842018
PLANTS OF SOME OF THE STARCH STORED TO FORM CARBON DIOXIDE00842019
AND WATER. 7. THE RECYCLING OF CARBON DIOXIDE AND WATER 00842020
INTO STEP 1, THESE SHOULD BE SHOWN AND EXPLAINED TO THE 00842021
STUDENTS. (STUDENTS MAY BE ASSIGNED STUDY OF THE ABOVE 00842022
STEPS AS HOMEWORK. 00842023
*SETTING COLLEGE - LARGE GROUP 00842010
*MATERIALS TRANSPARENCIES AS ABOVE 00842005
*LEVEL GRADES 1-4 00842008
*GENERAL GENERALIST 00842007
*HOURS 1/2 00842006
*EVALUATION THE STUDENT MAY BE ASKED TO DIAGRAM ALL OF THE MAJOR 00842028
PHASES OF THE CARBON CYCLE. 00842029
*FILE MATTER BIO SCI INTERACTION 00842009

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*OBJECTIVES AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE 00843027
TO DESCRIBE BY DIAGRAM ALL OF THE MAJOR PHASES OF THE NI- 00843028
TROGEN CYCLE. 00843029
*PREREQUISITES RECCUMMEND MODULE 841 842 00843030
*EXPERIENCE CYCLIC INTERACTIONS INVOLVING LIFE PROCESSES (II) THE 00843011
NITROGEN CYCLE 00843012
A SERIES OF OVERLAYS SHOULD BE PREPARED WHICH WOULD 00843013
DESCRIBE THE FOLLOWING SET OF INTERACTIONS 00843014
1. THE USE OF INORGANIS NITROGEN CONTAINING MATERIALS FROM00843015
THE SOIL BY PLANTS TO FORM AMINO ACIDS AND OTHER NITROGEN 00843016
CONTAINING CHEMICALS. 2. THE CONSUMPTION OF PLANT MATER- 00843017
IALS BY ANIMALS, 3. THE CONVERSION OF PLANT NITROGEN CON- 00843018

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| | TAINING COMPOUNDS TO ANIMAL NITROGEN CONTAINING COMPOUNDS. | 00843019 |
| | 4. THE DECAY OF ANIMALS AND PLANTS. 5. THE CONVERSION | 00843020 |
| | BY BACTERIA OF ORGANIC NITROGEN CONTAINING MATERIALS FROM | 00843021 |
| | DECAYING ANIMALS AND PLANTS TO INORGANIC NITROGEN CON- | 00843022 |
| | TAINING MATERIALS IN THE SOIL. 6. THE RECYCLING OF 5 INTO | 00843023 |
| | 1. THE CYCLE SHOULD BE EXPLAINED TO STUDENTS AND | 00843024 |
| | DISCUSSED WITH THEM. A HOMEWORK ASSIGNMENT SHOULD BE GIVE | 00843025 |
| | N FOR THE STUDENTS TO STUDY THE NITROGEN CYCLE. | 00843026 |
| *SETTING | COLLEGE - LARGE GROUP | 00843010 |
| *MATERIALS | TRANSPARENCIES AS ABOVE | 00843005 |
| *LEVEL | GRADES 1-4 | 00843008 |
| *GENERAL | GENERALIST | 00843007 |
| *HOURS | 1/2 | 00843006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO DESCRIBE BY DIAGRAM ALL OF THE | 00843031 |
| | MAJOR PHASES OF THE NITROGEN CYCLE. | 00843032 |
| *FILE | MATTER BIO SCI INTERACTION | 00843009 |

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|---|---|---|
| | TAINING LIFE. THE STUDENT SHOULD BE ABLE TO CORRECTLY IN- | 00844025 |
| | TERPRET THE ROLE OF THESE IN SUPPORTING ANY SPECIFIC LIFE. | 00844026 |
| *PREREQUISITES | MODULE 841 842 843 | 00844027 |
| *EXPERIENCE | INTERDEPENDENCE OF CYCLIC AND NONCYCLIC INTERACTIONS IN | 00844011 |
| | MAINTAINING LIFE | 00844012 |
| | AN ELEMENTARY TREATMENT OF THE RELATIONSHIP BETWEEN MAJOR | 00844013 |
| | ENERGY TRANSFERS OCCURRING IN BIOLOGICAL PROCESSES AND | 00844014 |
| | CYCLIC INTERACTIONS OF MATTER INVOLVED IN MAINTAINING LIFE | 00844015 |
| | THE SUGGESTION IS MADE THAT A CHART DESCRIBING THESE IN- | 00844016 |
| | TERACTIONS IS THE BEST METHOD OF DEPICTING THEM. THE CHART | 00844017 |
| | MAY BE SUBSEQUENTLY PHOTOGRAPHED FOR USE AS A SLIDE OR | 00844018 |
| | TRANSPARENCY. THE CHART SHOULD BE EXPLAINED, AND A | 00844019 |
| | DISCUSSION SHOULD FOLLOW, RELATING THIS CHART TO MODULES | 00844020 |
| | ON NONCYCLIC INTERACTIONS INVOLVING LIFE PROCESSES | 00844021 |
| | (ENERGY CONVERSION | 00844022 |
| | AND CYCLIC INTERACTIONS INVOLVING LIFE PROCESSES 1 AND 2 | 00844023 |
| | CIES BETWEEN NONCYCLIC NAD CYCLIC INTERACTIONS IN MAIN- | 00844024 |
| *SETTING | COLLEGE - LARGE GROUP | 00844010 |
| *MATERIALS | CHART ILLUSTRATING ENERGY-MATTER INTERDEPENDENCE | 00844005 |
| *LEVEL | GRADES 1-4 | 00844008 |
| *GENERAL | GENERALIST | 00844007 |
| *HOURS | 1/2 | 00844006 |
| *EVALUATION | GIVEN A DIAGRAM WHICH DESCRIBES THE MAJOR INTERDEPENDENCE | 00844028 |
| | BETWEEN NONCYCLIC AND CYCLIC INTERACTIONS IN MAINTAINING | 00844029 |
| | LIFE, THE STUDENT MAY BE ASKED TO CORRECTLY INTERPRET | 00844030 |
| | THE ROLE OF THESE IN SUPPORTING THE LIFE OF A GERANIUM, | 00844031 |
| | PROTOZOA, CAT OR ANY OTHER LIVING ORGANISM. | 00844032 |
| *FILE | MATTER-ENERGY BIO SCI INTERACTION | 00844009 |

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| *OBJECTIVES | AT THE CONCLUSION OF THIS EXPERIMENT THE STUDENT SHOULD BE | 00845031 |
| | ABLE TO INFER A RELATIONSHIP BETWEEN THE SIZE OF AN ANIMAL | 00845032 |
| | AND THE AMOUNT OF OXYGEN IT CONSUMES PER UNIT OF TIME. | 00845033 |
| *PREREQUISITES | BLANK | 00845034 |
| *EXPERIENCE | A SIMPLIFIED METHOD FOR DETERMINING METABOLIC RATES OF | 00845011 |
| | SMALL LABORATORY ANIMALS. WAYNE A. MAYS REF TURTOX NEWS | 00845012 |
| | APRIL, 1968 | 00845013 |
| | THE APPARATUS SKETCHED BELOW, WHEN USED WITH A SMALL | 00845014 |
| | LABORATORY ANIMAL, ALLOWS TIME STUDIES OF OXYGEN CONSUMPTI | 00845015 |
| | ON BY THE ANIMAL. A 2 ML. PIPETTE, GRADUATED WITH A ZERO | 00845016 |
| | POINT, IS PLACED IN THE CYLINDER OF WATER TO WHICH HAS | 00845017 |
| | BEEN ADDED A SMALL AMOUNT OF DETERGENT. THE END OF THE | 00845018 |
| | PIPETTE IS CONNECTED TO THE ANIMAL CHAMBER WITH RUBBER | 00845019 |

TUBING. TIMING IS STARTED, AND THE PIPETTE IMMEDIATELY 00845020
PLUNGED INTO THE CYCLINDER TO THE 2ML. MARK. THE EXPERI- 00845021
MENT IS TERMINATED WHEN THE WATER LEVEL INSIDE OF THE 00845022
PIPETTE HAS REACHED THE 2 ML. MARK. THE TIME FOR THIS 00845023
TO HAPPEN IS RECORDED. THE RELATIONSHIP BETWEEN THE 00845024
2 ML. OF WATER ENTERING THE PIPETTE AND THE AMOUNT OF 00845025
OXYGEN CONSUMED BY THE ANIMAL SHOULD BE MADE CLEAR TO THE 00845026
STUDENT. ML. O2 MAY BE TRANSFORMED TO GRAMS, IF WT. IS 00845027
DESIRED. EACH GROUP OF STUDENTS SHOULD USE A DIFFERENT AN00845028
IMAL, AND RESULTS OF EXPERIEMENTS BY EACH GROUP SHOULD 00845029
BE PLACED ON THE BOARD FOR PURPOSES OF COMPARISON. 00845030

*SETTING COLLEGE - SMALL GROUP 00845010
*MATERIALS BLANK 00845005
*LEVEL GRADES 1-4 00845008
*GENERAL GENERALIST 00845007
*HOURS 1/2 00845006
*EVALUATION THE STUDENT MAY BE ASKED TO CONSTRUCT A GRAPH WHICH RELATE00845035
S OXYGEN CONSUMPTION TO BODY SIZE. 00845036
*FILE MATTER BIO SCI MEASURING RELATIONSHIPS 00845009

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*OBJECTIVES UPON COMPLETION OF THIS EXPERIENCE, THE STUDENT SHOULD BE 00846026
ABLE TO PREDICT THE SHAPE OF A CURVE FROM PLOTTING THE SIZ00846027
E OF A LIMA BEAN VS. NUMBER OF LIMA BEANS ONE WOULD EXPECT00846028
OF THIS SIZE IN A LARGE NATURAL SAMPLE. 00846029
*PREREQUISITES NONE 00846030
*EXPERIENCE THE DISTRIBUTION OF INTRASPECIFIC VARIATION 00846011
ROBERT S. DANIEL, DEPARTMENT OF ENTOMOLOGY, FISHERIES 00846012
AND WILDLIFE 00846013
UNIVERSITY OF MINNESOTA, ST. PAUL, MINNESOTA, 55101 00846014
REF TURTOX NEWS, APRIL, 1967, VOL. 45, 4, P. 114. 00846015
A BELL SHAPED CURVE (WHICH DESCRIBES SO MANY BIOLOGICAL 00846016
PHENOMENA) MAY BE OBTAINED EXPERIMENTALLY BY SORTING A LA-00846017
RGE NUMBER OF LIMA BEANS OF MIXED SIZE. EACH STUDENT MAY 00846018
BE GIVEN A SAMPLE OF BEANS AND ASKED TO MEASURE EACH TO 00846019
THE NEAREST 3.5MM. THE MEASURED BEANS ARE THEN PLACED INTO00846020
APPROPRIATE TEST TUBES OR CYLINDERS. IN A FEW MINUTES, 00846021
AFTER ALL OF THE BEANS HAVE BEEN MEASURED AND PLACED IN 00846022
THE CYCLINDER CORRESPONDING TO ITS SIZE, THE STUDENTS WILL00846023
HAVE CONSTRUCTED A LIVING BAR GRAPH WHICH HAS AN UNMIS- 00846024
TAKABLE BELL SHAPE. 00846025

*SETTING COLLEGE - SMALL GROUP 00846010
*MATERIALS BEANS, 10CM RULER CALIBRATED TO 0.5MM GRADATIONS, TEST TU00846005
ES OR GRADUATED CYLINDERS 00846005
*LEVEL GRADES 1-4 00846008
*GENERAL GENERALIST 00846007
*HOURS 1/2 00846006
*EVALUATION THE STUDENT MAY BE ASKED TO PREDICT THE SHAPE A CURVE 00846031
WOULD TAKE IF THE SIZE OF EACH OF A LARGE NUMBER OF LIMA 00846032
BEANS WERE PLOTTED VS. THE NUMBER OF LIMA BEANS OF 00846033
EACH SIZE. 00846034
*FILE MATTER BIO SCI BELL SHAPED CURVE 00846009

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*OBJECTIVES AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE 00847021
TO INTEGRATE THEORIES REGARDING EVOLUTION WITH CELL THEORY00847022
FOR THE PURPOSE OF BUILDING A COMPOSITE MODEL OF EVOLUTION00847023
THEORY. 00847024
*PREREQUISITES NONE 00847025
*EXPERIENCE EVOLUTION THEORY 00847011
THE UNIFYING CONCEPT IN THE NATURAL SCIENCES - A SIMPLE 00847012

| | | |
|---|---|---|
| | METHOD FOR PORTRAYING ITS HISTORICAL DEVELOPMENT FOR | 00847013 |
| | DEMONSTRATION IN THE CLASSROOM. BEJAMIN H. BANTA | 00847014 |
| | DEPARTMENT OF NATURAL SCIENCE UNIVERSITY COLLEGE MICH- | 00847015 |
| | IGAN STATE UNIVERSITY E, LANSING, MICH. 48823 | 00847016 |
| | REF TURTOX NEWS P. 260-11-1967. VOL. 4- 11 AN ILL- | 00847017 |
| | USTRATED TALK USING A MODEL WHICH CORRELATES THEORIES CON- | 00847018 |
| | CERNING EVOLUTION WITH VARIOUS CELL THEORIES FROM AN | 00847019 |
| | HISTORICAL STANDPOINT. | 00847020 |
| *SETTING | LARGE GROUP | 00847010 |
| *MATERIALS | MODEL AS EXPLAINED IN REFERENCE MATERIALS | 00847005 |
| *LEVEL | GRADES 1-4 | 00847008 |
| *GENERAL | GENERALIST | 00847007 |
| *HOURS | 1 | 00847006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO SHOW BY DIAGRAM A RELATIONSHIP | 00847026 |
| | BETWEEN CELL THEORY AND THEORIES CONCERNING EVOLUTION | 00847027 |
| | WHICH MAY BE INTEGRATED. | 00847028 |
| *FILE | MATTEH BIO SCI CHANGE CELL THEORY VS. EVOLUTION THEORY | 00847009 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00848029 |
| | TO DESCRIBE THE INFLUENCE OF INTENSITY AND DURATION OF | 00848030 |
| | LIGHT (OR DARK) PERIOD ON THE LIFE CYCLE OF THE TOMATO | 00848031 |
| | PLANT. | 00848032 |
| *PREREQUISITES | NONE | 00848033 |
| *EXPERIENCE | PHOTOPERIODISM IN LIVING ORGANISMS | 00848011 |
| | EXPERIMENT DETERMINATION OF THE OPTIMAL PHTOPERIOD FOR | 00848012 |
| | THE TOMATO PLANT. (A GREAT DEAL OF RESEARCH HAS BEEN COM- | 00848013 |
| | PLETED ON THIS SUBJECT AND IS AVAILABLE AS A REFERENCE | 00848014 |
| | THROUGH THE BIOLOGICAL ABSTRACTS 1945-55) | 00848015 |
| | NOTE USE TEMPERATURES ABOVE 65 F AS THE TOMATO PLANT IS | 00848016 |
| | ALSO SENSITIVE TO A REDUCTION IN TEMPERATURE BELOW THIS | 00848017 |
| | POINT. A PERIOD OF SEVERAL WEEKS TOTAL TIME IS NECESSARY | 00848018 |
| | FOR THE STUDENTS TO BE ABLE TO FULLY VISUALIZE RESULTS | 00848019 |
| | INTO THE FRUITING STATE. STARTER PLANTS MAY BE USED TO | 00848020 |
| | SHORTEN TOTAL TIME NEEDED. IF THE EXPERIMENT IS PERFORMED | 00848021 |
| | IN THE SPRING, STARTER PLANTS ARE USUALLY READILY AVAILAB- | 00848022 |
| | LE THROUGH LOCAL SUPPLY HOUSES. EXPERIMENT SHOULD INFLU- | 00848023 |
| | ENCE OF DARK PERIOD AS OPPOSED TO PERIOD OF LIGHT. | 00848024 |
| | REQUIRED REFERENCE - PHOTOPERIODISM IN ANIMALS. B.S.C.S | 00848025 |
| | PHAMPLET 15, 1964 FOR A CONSIDERATION OF REPRODUCTIVE | 00848026 |
| | MECHANISMS AND PHOTECTIVE MECHANISMS WHICH ARE CONTROLLED | 00848027 |
| | BY THE PHOTOPERION. | 00848028 |
| *SETTING | COLLEGE - SMALL GROUP | 00848010 |
| *MATERIALS | TOMATO PLANTS, MATERIALS AND EQUIPMENT NECESSARY TO GROW | 00848005 |
| | PLANTS, EQUIPMENT NECESSARY TO CONTROL PERIOD AND | 00848005 |
| | INTENSITY OF LIGHT. | 00848005 |
| *LEVEL | GRADES 1-4 | 00848008 |
| *GENERAL | GENERALIST | 00848007 |
| *HOURS | 1 | 00848006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO COMPARE PLANTS WHICH HAVE | 00848034 |
| | BEEN EXPOSED TO DIFFERENT PHOTOPERIODS AND INTENSITY OF | 00848035 |
| | LIGHT FOR POSSIBLE DIFFERENCES IN GROWTH, MATURATION AND | 00848036 |
| | APPEARANCE OF FRUIT. | 00848037 |
| *FILE | MATTEH INTERACTION PHOTOPERIODISM | 00848009 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00849019 |
| | TO LIST PREDOMINANT FORCES CONTROLLING INTERACTION BETWEEN | 00849020 |
| | MOLECULES AND INDER HOW THE INTRODUCTION OF A VARIABLE | 00849021 |
| | MAY ALTER THE INFLUENCE OF SUCH FORCES. | 00849022 |
| *PREREQUISITES | NONE | 00849023 |

*EXPERIENCE COLLISIONS (INTERACTIONS) BETWEEN MOLECULES 00849011
FILM INTRODUCTION TO REACTION KINETICS TIME 13 MINUTES 00849012
CHEM STUDY USING THE REACTION BETWEEN GASEOUS CHLORINE 00849013
OR IODINE AND HYDROGEN TO PRODUCE HYDROGEN CHLORIDE OR 00849014
HYDROGEN IODIDE RESPECTIVELY, FACTOR INCLUDING COLLISION 00849015
GEOMETRY, REVERSIBILITY ARE CONSIDERED, AS WELL AS IN- 00849016
FLUENCE OF A CATALYST, TEMPERATURE CHANGE AND PRESSURE 00849017
CHANGE. 00849018
*SETTING COLLEGE - LARGE GROUP 00849010
*MATERIALS AS ABOVE 00849005
*LEVEL GRADES 1-4 00849008
*GENERAL GENERALIST 00849007
*HOURS 1/2 00849006
*EVALUATION THE STUDENT MAY BE ASKED TO SHOW BY INFERENCE HOW THE 00849024
INTRODUCTION OF A VARIABLE WILL INFLUENCE PREDOMINANT 00849025
FORCES CONTROLLING INTERACTION BETWEEN MOLECULES. 00849026
*FILE MATTER INTERACTION PHYS. SCI 00849009

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*OBJECTIVES AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE 00851021
TO INFER THE RESULT OF INTRODUCING A VARIABLE (CHANGE IN 00851022
TEMPERATURE) ON THE AVERAGE NUMBER OF COLLISIONS OCCURRING 00851023
BETWEEN GAS MOLECULES PER UNIT TIME. 00851024
*PREREQUISITES MODULE COLLISIONS BETWEEN MOELCULES 00851025
*EXPERIENCE VARIATION OF PRESSURE WITH A CHANGE IN TEMPERATURE 00851011
RECOMMENDED MOTION PICTURE ENTITLED GAS PRESSURE AND 00851012
MOLECULAR COLLISIONS 21 MINUTES CHEM STUDY 00851013
A DEMONSTRATION MAY ALSO BE USED WHICH INVOLVES APPARA- 00851014
TUS CATALOGUE 1602 WELCH SCIENTIFIC CO. PRICE 17.50. 00851015
THIS APPARATUS IS CONSTRUCTED TO SHOW ALTERATION OF 00851016
PRESSURE WITH ALTERATION OF TEMPERATURE. IT IS SUGGESTED 00851017
THAT THE DEMONSTRATION BE PERFORMED AT 6 TEMPERATURES. THE 00851018
RESULTS OF WHICH MAY BE PLOTTED ON THE BLACKBOARD ON A 00851019
GRAPH OF TEMPERATURE VS. PRESSURE. 00851020
*SETTING LARGE GROUP 00851010
*MATERIALS AS ABOVE 00851005
*LEVEL GRADES 1-4 00851008
*GENERAL GENERALIST 00851007
*HOURS 1/2 00851006
*EVALUATION THE STUDENT MAY BE ASKED TO CONSTRUCT A GRAPH RELATING THE 00851026
NUMBER OF COLLISIONS BETWEEN GAS MOLECULES PER UNIT TIME 00851027
*FILE MATTER CHANGE PHYS. SCI. 00851009

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VOLUME RELATIONSHIP. 00850029
*OBJECTIVES USING THE EXPERIMENTAL RESULTS OBTAINED DURING THIS EX- 00850030
PERIENCE, THE STUDENT SHOULD BE ABLE TO CONSTRUCT AN 00850031
ACCURATE DEFINITION OF THE TERM DENSITY. 00850032
*PREREQUISITES NONE 00850033
*EXPERIENCE DENSITY 00850011
AN EXPERIMENT MAY BE PERFORMED WHICH WILL ALLOW THE STU- 00850012
DENT TO DIRECTLY RELATE VOLUME AND MASS. EXPERIMENTAL 00850013
MATERIALS INCLUDE THE FOLLOWING 0. SOLIDS, IN VAIOUS 00850014
DIMENSIONS, EASILY RELATED TO $_1CM3$. 2. LIQUIDS OF 00850015
VARYING VISCOSITIES. 3. VOLUMETRETIC CYLINDERS, GRADUATE 00850016
D IN MILLILITERS. IT IS POSSIBLE TO ASK THE STUDENTS 00850017
TO CONSTRUCT A DEFINITION FOR THE TERM DENSITY FROM THEIR 00850018
PREVIOUS EXPERIENCES, AND, SHOWING THEM THE EQUIPMENT 00850019
AND MATERIALS ASSEMBLED, ASK THEM TO DESIGN AN EXPERI- 00850020
MENT WHICH WILL ELUCIDATE A CORRECT RELATIONSHIP BETWEEN 00850021
VOLUME AND MASS. THEY SHOULD BE GIVEN AS MUCH HELP AS 00850022

NECESSARY IN DESIGNING THEIR EXPERIMENTS. STUDENTS CATCH 00850023
ON TO THIS TYPE OF ASSIGNMENT RATHER EASILY. USUALLY 00850024
SOMEONE IN THE GROUP HAS A CONCRETE APPROACH TO THE PRO- 00850025
BLEM. ONCE THE BASIC IDEAS INVOLVED ARE GRASPED, EVEN 00850026
THOSE STUDENTS WITH NO BEGINNING KNOWLEDGE OF THE TERM ARE 00850027
ABLE TO RAPIDLY CONSTRUCT A METHOD OF EVALUATING THE MASS- 00850028

*SETTING COLLEGE - INDERENDENT 00850010
*MATERIALS AS ABOVE 00850005
*LEVEL GRADES 1-4 00850008
*GENERAL GENERALIST 00850007
*HOURS 1/2 00850006
*EVALUATION THE STUDENT MAY BE ASKED TO USE RECORDED OBSERVATIONS OF 00850034
EXPERIMENTAL RESULTS TO CONSTRUCT A DEFINITION OF THE TERM 00850035
DENSITY. 00850036
*FILE MATTER DENSITY CLASSIFICATION PHYS. SCI. 00850009

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*OBJECTIVES AT THE END OF THIS EXERCISE, THE STUDENT IS EXPECTED TO BE 00857023
ABLE TO FORMULATE AN HYPOTHESIS REGARDING THE CONTROLLING 00857024
MECHANISM IN THE PHTOTROPIC RESPONSE IN PLANTS. 00857025
*PREREQUISITES MODULE - GEOTROPISM (SPECIAL MATERIALS SECTION) 00857026
*EXPERIENCE PHOTOTROPISM 00857011
OAT COLEOPTILES PREPARED AS IN THE SECTION ON SPECIAL 00857012
MATERIALS REQUIRED (MODULE - GEOTROPISM) AND PLACED IN 00857013
WHITE LIGHT OF FAIRLY HIGH INTENSITY FOR A PERIOD OF ONE 00857014
HOUR MAY BE USED. THE STUDENTS WILL OBSERVE CURVATURE 00857015
OF THE OAT COLEOPTILES TOWARD THE LIGHT. (INNUMERABLE EX- 00857016
PERIMENTS BY A NUMBER OF INVESTIGATORS SHOW THAT INCOLE 00857017
ACETIC ACID AND OTHER PLANT AUXINS APPEAR TO CONTROL THE 00857018
PHOTOTROPIC MECHANISM). EXPERIMENTS REGARDING THE CON- 00857019
TROLLING MECHANISM OF PHOTOTROPIC CURVATURE SHOULD BE 00857020
DISCUSSED. SOME OF THESE MAY BE REPEATED IF LABORATORY 00857021
EQUIPMENT PERMITS. 00857022

*SETTING COLLEGE - SMALL GROUP 00857010
*MATERIALS NONE 00857005
*LEVEL GRADES 1-4 00857008
*GENERAL GENERALIST 00857007
*HOURS 1/2 00857006
*EVALUATION THE STUDENT MAY BE ASKED TO FORMULATE AN HYPOTHESIS FROM 00857027
INFERENCES DRAWN BY OBSERVING THE RESULTS OF EXPERIMENTS 00857028
ON PHOTOTROPISM. 00857029
*FILE MATTER INTERACTION BIO SCI 00857009

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*OBJECTIVES AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE 00852030
TO FORMULATE AN HYPOTHESIS FROM INFERENCES DRAWN BY 00852031
OBSERVING CHANGES IN PHYSICAL PROPERTIES CAUSED BY INTROD- 00852032
UCING AN APPROPRIATE VARIABLE, CONCERNING THE CAUSES OF 00852033
PHYSICAL CHANGE. 00852034
*PREREQUISITES NONE 00852035
*EXPERIENCE PHYSICAL CHANGE 00852011
I. A DISCUSSION OF PHYSICAL PROPERTIES OF SUBSTANCES 00852012
FROM WHICH SHOULD COME AN AGREEMENT THAT PHENOMENA SUCH AS 00852013
COLOR, DENSITY AND STATE IN WHICH A SUBSTANCE EXISTS ARE 00852014
INDEED PHYSICAL PROPERTIES OF THE SUBSTANCE. 00852015
II. DEMONSTRATION A. COLOR - USE A CHEMICAL WHICH SHOWS 00852016
A DEFINITE CHANGE IN COLOR WHEN DISSOLVED IN WATER, AND 00852017
WHICH UPON EVAPORATION, WILL RETURN TO ITS ORIGINAL COLOR 00852018
(HANDBOOK OR PHYSICS AND CHEMISTRY - LANGE) 00852019
B. STATE - USE WATER IN EACH OF ITS THREE STATES (A RETURN 00852020
OF STEAM TO LIQUID MAY BE ACCOMPLISHED BY CLOSING THE 00852021

SYSTEM INSTANTANEOUSLY TO CATCH SOME OF THE WATER VAPOR. 00852022
C. DENSITY - BUTTER, WATER, OR PARAFIN MAY BE USED. ITS 00852023
STATE CHANGED BY MELTING, THEN ALLOWED TO RETURN TO THE 00852024
ORIGINAL STATE. 111. IT SHOULD BE NOTED THAT WHILE EX- 00852025
PERIMENTAL MATERIALS ARE SIMPLE, EACH EXPERIMENT SHOULD 00852026
SHOW THE ORIGINAL MATERIAL, A PHYSICAL CHANGE OF THE 00852027
MATERIAL AND THE RETURN OF THE MATERIAL TO ITS 00852028
ORIGINAL FORM, WITH NO CHANGE IN PROPERTIES. 00852029

*SETTING COLLEGE - LARGE GROUP 00852010
*MATERIALS BLANK 00852005
*LEVEL GRADES 1-4 00852008
*GENERAL GENERALIST 00852007
*HOURS 1/2 00852006
*EVALUATION THE STUDENT MAY BE ASKED TO FORMULATE AN HYPOTHESIS CON- 00852036
CERNING THE CAUSES OF PHYSICAL CHANGE. 00852037
*FILE MATTER CHANGE PHYS. SCI. 00852009

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*OBJECTIVES AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE 00853016
TO CONTRAST THE SOLUBILITY OF COPPER SULFATE IN WATER WITH 00853017
THE SULUBILITY OF THE SAME SUBSTANCE IN OTHER SOVENTS. 00853018
AND INFER AN EFFECT OF THE NATURE OF THE SOLVENT ON THE 00853019
SULUBILITY OF A CHEMICAL. 00853020

*PREREQUISITES NONE 00853021
*EXPERIENCE SOLUBILITY 00853011
GUEST DR. T. WAYNE TAYLOR SCIENCE AND MATHEMATICS TEACHIN 00853012
CENTER MICHIGAN STATE UNIVERSITY EAST LANSING. 00853013
MICHIGAN 00853014
TOPIC DIFFERENTIAL SOLUBILITY OF COPPER SULFATE. 00853015

*SETTING COLLEGE - LARGE GROUP 00853010
*MATERIALS NONE 00853005
*LEVEL GRADES 1-4 00853008
*GENERAL GENERALIST 00853007
*HOURS 1 00853006
*EVALUATION THE STUDENT MAY BE ASKED TO PLOT RECORDED OBSERVATIONS OF 00853024
EXPERIMENTAL RESULTS ON A GRAPH (SOLUBILITY VS. NATURE OF 00853025
THE SOLVENT - I.E. NUMBER OF CARBON ATOMS, NUMBER OF 00853026
ON GROUPS, ETC) HE MAY FURTHER BE ASKED TO EXTRAPOLATE HIS 00853027
RESULTS TO INCLUDE HOMOLOGOUS (BUT UNTESTED) SOLVENTS. 00853028
*FILE MATTER INTERACTION PHYS. SCI. 00853009

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*OBJECTIVES AT THE END OF THIS EXPERIMENT THE STUDENT SHOULD BE ABLE 00854031
TO CONTRAST MARINE ENVIRONMENTAL CHEMICAL CONTENT AND THAT 00854032
OF THE INTERNAL ENVIRONMENT OF ORGANISMS (VERTEBRATE) 00854033
WHICH INHABIT SEA WATER. 00854034
00854035

*PREREQUISITES NONE
*EXPERIENCE BODIES OF WATER AND THE ORGANISMS WHICH INHABIT THEM 00854011
EXPERIMENT AN ANALYSIS OF THE CONTENT OF CARBONATE AND 00854012
/OR CHLORIDE PRESENT IN SEA WATER, AND THAT PRESENT IN THE 00854013
PLASMA OF MARINE ANIMALS. CARBONATE MAY BE PRECIPITATED 00854014
AS BARIUM (AMMONIACAL) AND THE CHLORIDE AS THE INSOLUBLE 00854015
LEAD SALT (OR SILVER). EACH OF THESE SUBSTANCES MAY THEN 00854016
BE DRIED AND WEIGHED, AND THE WEIGHT OF THE ANION PRESENT 00854017
CALCULATED. A BLOOD SAMPLE MAY BE USED FROM A MARINE 00854018
VERTEBRATE, AND THE PLASMA SEPARATED BY CENTRIFUGATION 00854019
BEFORE TESTING. ANY GOOD TEXTBOOK ON COMPARATIVE PHYSIOLO 00854020
GY WILL YIELD FIGURES FOR COMPARISON WITH EXPERIMENTAL RE- 00854021
SULTS. THE STUDENT WILL OBSERVE THAT THE CHEMICAL CON- 00854022
TENT OF SEA WATER IS ROUGHLY EQUAL TO THE CHEMICAL CONTENT 00854023
OF THE INTERNAL ENVIRONMENT OF A MARINE ANIMAL OR PLANT. 00854024

THE STUDENT MAY THEN INFER THAT A RELATIONSHIP EXISTS BE- 00854025
TWEEN THE CHEMICAL CONTENT OF THE INTERNAL ENVIRONMENT OF 00854026
LIVING ORGANISMS TESTED AND THAT OF THEIR EXTERNAL EN- 00854027
VIRONMENT. FROM THIS HYPOTHESIS MAY BE FORMULATED THAT 00854028
MARINE VERTEBRATES SHOW AN INTERNAL ENVIRONMENTAL CHEMICAL00854029
CONTENT ROUGHLY EQUAL TO THEIR EXTERNAL ENVIRONMENT. 00854030

*SETTING COLLEGE - INDEPENDENT 00854010
*MATERIALS BLANK 00854005
*LEVEL GRADES 1-4 00854008
*GENERAL GENERALIST 00854007
*HOURS 2 00854006
*EVALUATION THE STUDENT MAY BE ASKED TO CONTRAST THE CHEMICAL CONTENT 00854036
OF SEA WATER WITH THE CHEMICAL CONTENT OF THE INTERNAL 00854037
ENVIRONMENT OF ORGANISMS WHICH INHABIT SEA WATER. 00854038
*FILE MATTER ADAPTATIONS BIO SCI 00854009

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*OBJECTIVES AT THE END OF THIS EXERCISE THE STUDENT SHOULD BE ABLE TO 00855030
CORRECTLY CLASSIFY SUBCELLULAR FORMS OF LIFE. 00855031
00855032
*PREREQUISITES NONE 00855011
*EXPERIENCE PRIMITIVE LIFE FORMS
A DISCUSSION MAY INCLUDE CONSIDERATION OF THE VIRUSES AND 00855012
BACTERIA, IF IT IS EXPLAINED TO THE STUDENTS THAT SOME 00855013
WORKERS CLASSIFY BACTERIA AS UNICELLULAR ORGANISMS (PRO- 00855014
CARYOTIC CELLS WITH THE BLUE GREEN ALGAE-CYANOPHYTA), 00855015
(REF. MORRISON, JOHN H. FUNCTIONAL ORGANELLES, REINHOLD, 00855016
1966). WHEN BACTERIA ARE NOT CONSIDERED AS UNICELLULAR 00855017
PLANT FORMS, THEY ARE DESCRIBED AS ANULEAR CELLS, THE BAS-00855018
IC CHARACTERISTICS OF WHICH ARE THE PRESENCE OF PROTO- 00855019
PLASMIC MATERIAL SURROUNDED BY A MEMBRANE. THE VIRUSES 00855020
MAY BE DEMONSTRATED BY USE OF ELECTRON PHOTOMICROGRAPHS. 00855021
THEIR BASIC CHARACTERISTICS SHOULD BE DESCRIBED. BACTERIA00855022
MAY BE DEMONSTRATED BY USE OF A MICROPROJECTOR AND PRE- 00855023
VIOUSLY PREPARED SLIDES OF COMMON FORMS. DISCUSSION SHOULD00855024
INCLUDE COMMON TECHNIQUES OF PREPARATION OF SLIDES FOR 00855025
VIEWING THE MAGNIFICATION NECESSARY FOR VIEWING, THE BASES00855026
OF CLASSIFICATION, RELATION TO PLANT AND ANIMAL FORMS, AND00855027
THEIR IMPORTANCE (BOTH FROM A POSITIVE AND NEGATIVE 00855028
STANDPOINT). 00855029

*SETTING COLLEGE - LARGE GROUP 00855010
*MATERIALS BLANK 00855005
*LEVEL GRADES 1-4 00855008
*GENERAL GENERALIST 00855007
*HOURS 1/2 00855006
*EVALUATION PREPARATION BY THE STUDENT OF A SET OF DRAWINGS ILLU- 00855033
STRATING PRIMITIVE FORMS OF LIFE, LABELLING STRUCTURES ON 00855034
WHICH CLASSIFICATION IS BASED. 00855035
*FILE MATTER CLASSIFICATIONS BIO SCI 00855009

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*EXPERIENCE BIOGEOGRAPHY - THE DISTRIBUTION OF ANIMALS AND PLANTS. 00856011
REF BIOGEOGRAPHY. BSCS PAMPHLET 18 WILFRED T. NEILL 00856012
THE STUDENT MAY BE ASKED TO READ THIS MATERIAL AS A HOME- 00856013
WORK ASSIGNMENT ONLY, OR TIME MAY BE ALLOWED FOR CLASS 00856014
DISCUSSION AFTER THE ASSIGNMENT HAS BEEN READ. THE ABOVE 00856015
PAMPHLET IS SUGGESTED AS A HOMEWORK ASSIGNMENT IF OTHER 00856016
MATERIAL IS INTENDED FOR USE IN DISCUSSING ADAPTATIONS. 00856017

*SETTING COLLEGE - SMALL GROUP 00856010
*MATERIALS BLANK 00856005
*LEVEL GRADES 1-4 00856008
*GENERAL GENERALIST 00856007

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*HOURS          1/2                                                          00856006
                IF LITTLE OTHER DISCUSSION IS INTENDED, THE CONTENTS OF      00856018
                THIS PAMPHLET SHOULD BE DISCUSSED IN CLASS FOR THE PURPOSE   00856019
                OF RELATING CAPABITY OF A SPECIES TO ADAPT TO ITS ENVIRON-   00856020
                MENT WITH BIOGEOGRAPHY.                                      00856021
*FILE           MATTER   ADAPTATION   BIO SCI                                00856009
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*OBJECTIVES     AT THE END OF THIS EXERCIES, THE STUDENT SHOULD BE ABLE      00858020
                TO DISCUSS SOME OF THE WAYS IN WHICH FOSSILS ARE USED TO     00858021
                CONNECT SPECIES WITH THOSE IN EXISTENCE AT THE PRESENT       00858022
                TIME.                                                        00858023
*PREREQUISITES  NONE                                                         00858024
*EXPERIENCE     FOSSILS AND EVOLUTION                                        00858011
                REF   PRESENT PROBLEMS ABOUT THE PAST, BSCS PAMPHLET 6       00858012
                A.I.B.S., WALTER AUFFENBERG.                                 00858013
                A DISCUSSION OF THE DEVELOPMENT OF CONCEPTS RELATING         00858014
                FOSSIL REMAINS OF EXTINCT SPECIES TO SPECIES CURRENTLY IN    00858015
                EXISTENCE, AMONG THESE  1. THE IDEA THAT THE STUDY OF        00858016
                FOSSIL REMAINS COULD INDICATE THE COURSE OF EVOLUTION.       00858017
                2. DEVELOPMENT OF THEORETICAL MATHEMATICAL MODELS OF HOW      00858018
                EVOLUTION OCCURS.                                            00858019
*SETTING        COLLEGE - SMALL GROUP                                        00858010
*MATERIALS      AS ABOVE                                                     00858005
*LEVEL          GRADES  1-4                                                  00858008
*GENERAL        GENERALIST                                                   00858007
*HOURS          1/2                                                          00858006
*EVALUATION     THE STUDENT MAY BE ASKED TO DISCUSS IN WRITING AT LEAST      00858025
                THREE WAYS IN WHICH FOSSILS ARE USED TO CONNECT EXTINCT      00858026
                SPECIES WITH CURRENTLY LIVING SPECIES.                       00858027
*FILE           MATTER   BIO SCI   ADAPTATION AND INTERACTION                00858009
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*OBJECTIVES     AT THE END OF THIS EXPERIENCE, THE STUDENT SHOULD BE ABLE    00859023
                TO COMPARE THE TENDENCY OF A VARIETY OF ORGANISMS BOTH       00859024
                TO EXHIBIT RESPONSES GOVERNED BY THEIR ENVIRONMENT AND TO    00859025
                CHANGE THE RESPONSE INVOLVED WITH AN APPROPRIATE CHANGE      00859026
                IN ENVIRONMENT.                                              00859027
*PREREQUISITES  NONE                                                         00859028
*EXPERIENCE     BIOLOGICAL CLOCKS.  (TITLE COULD ALSO BE ADAPTATIONS OF      00859011
                LIVING ORGANISMS TO THEIR ENVIRONMENT)   REF  BIOLOGICAL     00859012
                CLOCKS  -  BSCS PAMPHLET 2 1962                              00859013
                AFTER DISCUSSION OF BIOLOGICAL CLOCK SYSTEMS IN LIVING       00859014
                ORGANISMS, THE INSTRUCTOR MAY SELECT A SUITABLE SYSTEM       00859015
                (MUSSELS OR CLAMS IN SALINE IS AN EXAMPLE) TO SHOW HOW THE   00859016
                ORGANISM ADAPTS TO ITS ENVIRONMENT.  THE MUSSEL WILL         00859017
                OBLIGINGLY OPEN AND CLOSE ITS SHELL IN RESPONSE TO THE       00859018
                PRESENCE OR ABSENCE OF AN AQUEOUS (MARINE) ENVIRONMENT.      00859019
                USE OF SALT WATER ENVIRONMENT IS NECESSARY UNLESS THERE      00859020
                ARE AVAILABLE FRESH WATER SPECIMENS.  (FISH MARKETS VERY      00859021
                OFTEN HAVE AVAILABLE A SUPPLY OF SUITABLE LIVE MATERIAL.)     00859022
*SETTING        COLLEGE - SMALL GROUP                                        00859010
*MATERIALS      NONE                                                         00859005
*LEVEL          GRADES  1-4                                                  00859008
*GENERAL        GENERALIST                                                   00859007
*HOURS          1/2                                                          00859006
*EVALUATION     THE STUDENT MAY BE ASKED TO CITE EXAMPLES OF BIOLOGICAL      00529029
                CLOCK SYSTEMS IN WHICH A RESPONSE IS ALTERED AS A RESULT     00859030
                OF CHANGE IN ENVIRONMENT.                                    00859031
*FILE           MATTER   BIO SCI   ADAPTATION                                00859009
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| *OBJECTIVES | TO FORM AN OPINION REGARDING THE IMPORTANCE OF LEARNING PLANT CLASSIFICATION BY THE STUDENT TEACHER; | 00860829<br>00860830 |
| *PREREQUISITES | NONE | 00860831 |
| *EXPERIENCE | WHAT IS IT (A) MOTIVATION OF TEACHERS IN THE DIRECTION OF INCREASED INTEREST IN PLANT CLASSIFICATION | 00860811<br>00860812 |
| | REF MICHIGAN WILD FLOWERS, HELEN V. SMITH, CRANBROOK INSTITUTE OF SCIENCE. CHAPTER 1. | 00860813<br>00860814 |
| | SAMPLE OUTLINE OR LECTURE, 1. JUSTIFICATION FOR INCLUSION OF THIS MATERIAL IN TEACHER EDUCATION PROGRAMS - A, INTEREST OF THE CHILD B. INTEREST OF THE PUBLIC 2. PROBLEMS OF THE TEACHER IN ANSWERING THE QUESTION - WHAT IS IT • A. LACK OF KNOWLEDGE BY CHILD AND PUBLIC OF COMPLEX SUBJECT MATTER NECESSARY FOR ACCURATE KEYING MANY COMMON SPECIES OF ORGANISMS NOT CLASSIFIED. 3. OBLIGATION OF THE TEACHER TO BE ABLE TO ANSWER A QUESTION OF THIS NATURE A. ACQUAINT STUDENTS AND PARENTS WITH COMPLEX NATURE OF THE QUESTION B. FAMILIARIZE HERSELF WITH COMMON FLORA IN HER AREA. C. ASSIST WITH THE ESTABLISHMENT OF A PERMANENT COLLECTION OF (B) ABOVE FOR HER SCHOOL, 4. AN OPINION SHEET WHICH MAY BE HANDED IN BY STUDENT WITHOUT NAME. | 00860815<br>00860816<br>00860817<br>00860818<br>00860819<br>00860820<br>00860821<br>00860822<br>00860823<br>00860824<br>00860825<br>00860826<br>00860827<br>00860828 |
| *SETTING | COLLEGE • LARGE GROUP | 00860810 |
| *MATERIALS | NONE | 00860809 |
| *LEVEL | BLANK | 00860808 |
| *GENERAL | SPECIALIST | 00860807 |
| *HOURS | 1/4 | 00860806 |
| *EVALUATION | SUGGEST WAYS IN WHICH A PLANT COLLECTION COULD BE DEVELOPED AS A SCHOOL PROJECT (USE OF P.T.A., INTEREST MEMBERS OF GARDEN CLUBS TO HELP OUT, FIND INTERESTED LAY PEOPLE AND PROFESSIONALS IN HER OWN AREA WHO COULD GUEST LECTURE TO THE CHILDREN AND PERHAPS TO GROUPS OF PARENTS WHEN THEY VISIT THE SCHOOL (P.T.A. MEETINGS, OPEN HOUSE VISITATION DAYS, ETC.) | 00860832<br>00860833<br>00860834<br>00860835<br>00860836<br>00860837<br>00860838 |
| *FILE | MATTEH CLASSIFICATION BIO SCI | 00860809 |

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|---|---|---|
| *OBJECTIVES | TO COLLECT AND IDENTIFY COMMON FLORA OF A GIVEN REGION. | 00861016 |
| *PREREQUISITES | MODULES WHAT IS IT (A,B,C.) LABORATORY - LEARNING THE PARTS OF A FLOWER | 00861017<br>00861018 |
| *EXPERIENCE | LABORATORY CLASSIFYING PLANT MATERIALS<br>A PLACE IS PROVIDED FOR THE STUDENT TO USE PLANT SPECIMENS WHICH HE HAS COLLECTED IN PRACTICING PLANT IDENTIFICATIONS (THE STUDENT MAY BE ASKED TO DO THIS AS A HOMEWORK ASSIGNMENT) | 00861011<br>00861012<br>00861013<br>00861014<br>00861015 |
| *SETTING | COLLEGE • INDERENDENT | 00861010 |
| *MATERIALS | AS ABOVE | 00861005 |
| *LEVEL | ALL GRADES | 00861008 |
| *GENERAL | SPECIALIST | 00861007 |
| *HOURS | 2 | 00861006 |
| *EVALUATION | DEMONSTRATION BY THE STUDENT OF ABILITY TO USE REFERENCE MATERIALS TO CLASSIFY BY CORRECTLY CLASSIFYING A FRESH SPECIMEN. | 00861019<br>00861020<br>00861021 |
| *FILE | MATTER CLASSIFICATION BIO SCI | 00861009 |

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| *OBJECTIVES | THE CONSTRUCTION BY THE STUDENT OF A SAMPLE COLLECTION OF COMMON FLORA OF HIS AREA AS A MEANS OF INSTRUCTING HIM IN METHODS OF PRESEVING SPECIMENS OF THIS TYPE FOR HIS PERMANENT COLLECTION. | 00862018<br>00862019<br>00862020<br>00862021 |
| *PREREQUISITES | MODULES 860863 861 | 00862022 |
| *EXPERIENCE | THE PREPARATION OF A PERMANENT COLLECTION OF COMMON FLORA | 00862011 |

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|---|---|---|
| | OF THE STUDENT≠S IMMEDIATE AREA. THE USE OF SPECIFIC | 00862012 |
| | LABORATORY TECHNIQUES INVOLVED IN THE PRESERVING OF PLANT | 00862013 |
| | SPECIMENS, INCLUDING A CONSIDERATION OF APPROPRIATE | 00862014 |
| | SOLVENTS AND PLASTIC METHODS. REF TURTOX NEWS - | 00862015 |
| | GENERAL BIOLOGICAL SUPPLY HOUSE, CHICAGO ILL, CAROLINA | 00862016 |
| | TIPS - CAROLINA BIOLOGICAL SUPPLY HOUSE, ELON COLLEGE, N. | 00862017 |
| | | 00862010 |
| *SETTING | COLLEGE - INDERENDENT | 00862005 |
| *MATERIALS | TO BE DETERMINED BY THE INSTRUCTOR | 00862008 |
| *LEVEL | ALL GRADES | 00862007 |
| *GENERAL | SPECIALIST | 00862006 |
| *HOURS | 2 | 00862023 |
| *EVALUATION | THE COMPLETION BY THE STUDENT OF A SAMPLE COLLECTION, | 00862009 |
| *FILE | MATTER CLASSIFICATION BIO SCI | |

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| *OBJECTIVES | TO GAIN EXPERIENCE IN IDENTIFICATION OF PLANT FLOWER PARTS | 00863015 |
| *PREREQUISITES | WHAT IS IT A AND B | 00863016 |
| *EXPERIENCE | LABORATORY ON LEARNING THE PARTS OF THE FLOWER | 00863011 |
| | APPROPRIATE PLANT MATERIALS WITH FLOWERS ATTACHED SHOULD | 00863012 |
| | BE MADE AVAILABLE TO THE STUDENT FOR PRACTICE IN LEARNING | 00863013 |
| | TO IDENTIFY THE FLOWER PARTS. | 00863014 |
| *SETTING | COLLEGE - INDEPENDENT | 00863010 |
| *MATERIALS | AS ABOVE | 00863005 |
| *LEVEL | BLANK | 00863008 |
| *GENERAL | SPECIALIST | 00863007 |
| *HOURS | 2 | 00863006 |
| *EVALUATION | DEMONSTRATION BY THE STUDENT OF ABILITY TO IDENTIFY PLANT | 00863017 |
| | PARTS (ORAL OR WRITTEN) BY ANSWERING QUESTIONS SUCH AS | 00863018 |
| | IDENTIFY --, IN A CASE WHERE SPECIFIC PART IS SHOWN TO | 00863019 |
| | THE STUDENT, | 00863020 |
| *FILE | MATTER CLASSIFICATION BIO SCI | 00863009 |

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|---|---|---|
| *OBJECTIVES | TO DIFFERENTIATE BETWEEN THE VARIOUS PARTS OF A FLOWER SO | 00864025 |
| | THAT THE STUDENT MAY BE ABLE TO DESCRIBE THEM. | 00864026 |
| *PREREQUISITES | WHAT IS IT (A) | 00864027 |
| *EXPERIENCE | WHAT IS IT (B) | 00864011 |
| | A LECTURE DEMONSTRATION ON THE PARTS OF A FLOWER | 00864012 |
| | REF MICHIGAN WILD FLOWERS, HELEN V. SMITH, CRANBROOK | 00864013 |
| | INSTITUTE OF SCIENCE, 1966 | 00864014 |
| | PP. 18-22 | 00864015 |
| | HOW TO KNOW THE FALL FLOWERS, MABEL J. CUTHBERT, W.C. | 00864016 |
| | BROWN CO,, PUBL. 1948 | 00864017 |
| | HOW TO KNOW THE SPRING FLOWERS, MABEL J. CUTHBERT, W.C. | 00864018 |
| | BROWN CO,, PUBL. 1949 | 00864019 |
| | USE OVERLAYS AND OVERHEAD PROJECTOR FOR LECTURE DEMON- | 00864020 |
| | STRATION ON THE PARTS OF THE FLOWER. (THESE MAY BE | 00864021 |
| | PREPARED BY GRAPHICS DEPARTMENTS, GRADUATE ASSISTANTS, | 00864022 |
| | OR INTERESTED UNDERGRADUATE STUDENT WITH AN ABILITY | 00864023 |
| | IN ART,) | 00864024 |
| *SETTING | LARGE GROUP | 00864010 |
| *MATERIALS | BLANK | 00864005 |
| *LEVEL | ALL GRADES | 00864008 |
| *GENERAL | SPECIALIST | 00864007 |
| *HOURS | 1 | 00864006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO PREPARE A SET OF DRAWINGS THE | 00864028 |
| | PARTS OF A FLOWER | 00864029 |
| *FILE | MATTER CLASSIFICATION BIO SCI | 00864009 |

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| *OBJECTIVES | TO CONSTRUCT A SERIES OF STEPS WHICH WILL ENABLE THE | 00865029 |

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                STUDENT TO CORRECTLY CLASSIFY COMMON FLORA.                      00865030
*PREREQUISITES  MODULES WHAT IS IT (A) (B)  LABORATORY  LEARNING THE             00865031
                PARTS OF A FLOWER                                               00865032
*EXPERIENCE     WHAT IS IT (C) LEARNING TO USE A KEY TO CLASSIFY PLANTS          00865011
                 REF   MICHIGAN WILD FLOWERS, HELEN V. SMITH, CRANBROOK         00865012
                 INSTITUTE OF SCIENCE, P. Z                                     00865013
                 INSTITUTE OF SCIENCE, P. 8-9                                   00865014
                 HOW TO KNOW THE FALL FLOWERS, MABEL J. CUTHBERT, W.C.          00865015
                 BROWN, CO., 1948                                               00865016
                 HOW TO KNOW THE SPRING FLOWERS, MABEL J. CUTHBERT, W.C.        00865017
                 BROWN, CO., 1949                                               00865018
                 LECTURE DEMONSTRATION                                          00865019
                INVITE A GUEST LECTURER (PLANT TAXONOMIST) FROM THE IMME-       00865020
                DIATE AREA TO LECTURE ON THIS TOPIC, ASK HIM TO RECOMM-          00865021
                 END PLANT MATERIAL TO BE AVAILABLE TO EACH STUDENT             00865022
                 TO USE IN FOLLOWING HIS EXPLANATION OF THE USE OF PLANT        00865023
                 PARTS IN KEYING, AND PROVIDE HIM WITH A TELEVISION             00865024
                 CAMERA AND MONITOR SO THAT THE TV CAMERA MAY BE USED TO        00865025
                 ENLARGE THE PARTS OF THE SPECIMEN HE IS SHOWING UP ONTO A      00865026
                MONITOR SCREEN. (THE STUDENTS WILL BE ABLE TO SEE THEM MU-      00865027
                CH BETTER, AND WILL BE BETTER ABLE TO FOLLOW HIS LECTURE        00865028
*SETTING        COLLEGE  -  LARGE GROUP                                         00865010
*MATERIALS      AS ABOVE                                                        00865005
*LEVEL          ALL GRADES                                                      00865008
*GENERAL        SPECIALIST                                                      00865007
*HOURS          1/2                                                             00865006
*EVALUATION     THE STUDENT MAY BE ASKED TO CORRECTLY IDENTIFY A FRESH          00865033
                SPECIMEN ON AN OPEN BOOK BASIS.                                 00865034
*FILE           MATTER   CLASSIFICATION   BIO SCI                               00865009
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*OBJECTIVES     GIVEN TWO GASES AND APPROPRIATE EXPERIMENTAL EQUIPMENT,         00866031
                THE STUDENT SHOULD BE ABLE TO CONTRAST THE RATE OF DIFFU-       00866032
                SION OF ONE GAS WITH RESPECT TO THE OTHER THROUGH A SOLU-       00866033
                 TION OF GASES.                                                 00866034
                                                                                00866035
*PREREQUISITES  MODULE  GASES                                                   00866011
*EXPERIENCE     DIFFUSION OF GASES THROUGH A SOLUTION OF GASES                  00866012
                 1, USE FAIRLY CONCENTRATED HYDROCHLORIC ACID, AMONIA           00866013
                 WATER, COTTON, AND 7MM GLASS TUBING (ABOUT 30 CM IN            00866014
                 LENGTH).  SATURATE COTTON WITH CHL AND PLUG ONE END OF         00866015
                 THE GLASS TUBING, AND WITH NH3 SOLUTION TO PLUG THE            00866016
                 OTHER END OF THE TUBE.   (THE NH3 WILL TRAVEL AT A RATE        00866017
                 FASTER THAN THE HCL BY A FACTOR PROPORTIONAL TO THE            00866018
                 DENSITIES OF THE TWO SUBSTANCES, SUMMARIZED AS FOLLOWS         00866019
                 R1/R2  =  D2/D1    GRAHAM'S LAW                                00866020
                THE EXPERIMENT WILL ALLOW NOT ONLY A VISUALIZATION OF THE       00866021
                RESULT OF DIFFUSION OF THE TWO GASES (WHITE RING - NH4CL        00866022
                BUT ALSO A ROUGHLY QUANTITATIVE DETERMINATION OF THE RATE       00866023
                OF DIFFUSION BY USING A METER STICK TO MEASURE RELATIVE         00866024
                DISTANCES TRAVELED BY THE GASES BEFORE CONTACT.                 00866025
                RESERVOIR  NH3 MAY BE ALLOWED TO DIFFUSE THROUGH                00866026
                A MEMBRANE ALONG A TUBE LINED WITH RED LITMUS.  A SMALL         00866027
                PIECE OF RUBBER TUBING WILL CONNECT MEMBRANE GLASS TUBING       00866028
                WITH A SECOND SHORT PIECE OF GLASS TUBING OF SAME SIZE.         00866029
                ALSO PEPPERMINT OIL OR CLOVES LEFT OPEN AT ONE END OF           00866030
                 ROOM WILL ALLOW ODOR TO PENETRATE TO OTHER END OF ROOM.        00866010
*SETTING        INDEPENDENT                                                     00866005
*MATERIALS      BLANK                                                           00866008
*LEVEL          GRADES 1-4                                                      00866007
*GENERAL        GENERALIST                                                      00866006
*HOURS          1/2
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*EVALUATION   THE STUDENT MAY BE ASKED TO STATE AS QUANTITATIVELY AS      00866036
               POSSIBLE THE RELATIONSHIP WHICH EXISTS BETWEEN TWO GASES 00866037
               IN TERMS OF THEIR RELATIVE ABILITY TO DIFFUSE.           00866038
*FILE         MATTEM  OBSERVING  3IO SCI                               00866009
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*OBJECTIVES   FROM A DISCUSSION OF THE FACTORS INVOLVED IN BREATHING,   00867020
               THE STUDENT SHOULD BE ABLE TO IDENTIFY INTERACTIONS BASIC00867021
               TO THIS PHENOMENON.                                      00867022
*PREREQUISITES  BLANK                                                   00867023
*EXPERIENCE   BREATHING  A DISCUSSION                                   00867011
               1.  MODEL OF RESPIRATORY SYSTEM WHICH SHOWS THE DIAPHRAM 00867012
               AND RIB CAGE ALSO.  2. FACTORS WHICH MAY BE BROUGHT INTO 00867013
               A DISCUSSION OF BREATHING INCLUDE  A. DIFFUSION OF GASES 00867014
               B. OXYGEN AND REDUCED HEMOGLOBIN                         00867015
               C. MECHANICS OF BREATHING (PRESSURE DIFFERENTIALS, THE   00867016
               ROLE OF THE DIAPHRAGM, THE INVOLVEMENT OF INTERCOSTAL    00867017
               MUSCLES  D. HEART LUNG RELATIONSHIPS E. INFLUENCES OF    00867018
               THE NERVOUS SYSTEM.                                      00867019
*SETTING      COLLEGE - SMALL GROUP                                     00867010
*MATERIALS    MODEL NOTED ABOVE                                         00867005
*LEVEL        GRADES 1-4                                                00867008
*GENERAL      GENERALIST                                                00867007
*HOURS        1/2                                                       00867006
*EVALUATION   THE STUDENT MAY BE ASKED TO CONSTRUCT A DIAGRAM OR CHART  00867024
               SHOWING THE RELATION BETWEEN PROCESSES INVOLVED IN       00867025
               BREATHING.                                               00867026
*FILE         MATTEM  INTERACTION  BIO SCI                              00867009
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*OBJECTIVES   GIVEN A SET OF VARIABLES WHICH MAY BE MANIPULATED IN      00868021
               INVESTIGATIONS INTO THE WATERHOLDING CAPACITY OF          00868022
               MATERIALS, AND KNOWLEDGE OF AAAS PROCESS APPROACH, THE   00868023
               STUDENT SHOULD BE ABLE TO CONSTRUCT METHODS OF TEACHING  00868024
               THIS CONCEPT TO CHILDREN AT VARYING GRADE LEVELS.        00868025
*PREREQUISITES  MODULE  IMBIBITION                                      00868026
*EXPERIENCE   IMBIBITION  -  A METHOD MODULE                            00868011
               REF  XEROX P AAAS - PROCESS APPROACH (CHART - INFERENCES 00868012
               (KIT - CV-2 UNDER PREPARATION AT PRESENT TIME)           00868013
               1. STUDY OF XEROX - AAAS CHART MATERIAL  2. DISCUSSION   00868014
               VARIABLES WHICH INFLUENCE THE WATERHOLDING CAPACITY OF   00868015
               MATERIAL (THESE INCLUDE TIME OF CONTACT WITH WATER, TEMP-00868016
               ERATURE, HUMIDITY, NATURE OF MATERIALS)  3. DISCUSSION   00868017
               ON ABILITY OF VARYING GRADE LEVELS OF CHILDREN TO OBSERVE00868018
               DRAW INFERENCES, FORMULATE HYPOTHESES, AND CONSTRUCT     00868019
               TESTS OF THESE HYPOTHESES.                               00868020
*SETTING      COLLEGE  -  SMALL GROUP                                   00868010
*MATERIALS    AS ABOVE                                                  00868005
*LEVEL        GRADES 1-4                                                00868008
*GENERAL      GENERALIST                                                00868007
*HOURS        1/2                                                       00868006
*EVALUATION   THE STUDENT MAY BE ASKED TO SHOW HOW THE CONCEPT OF IM-   00868027
               BIBITION MIGHT BE TAUGHT TO CHILDREN AT VARYING GRADE    00868028
               LEVELS.                                                  00868029
*FILE         METHOD  HYPOTHESIS  INHIBITION                            00868009
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*EXPERIENCE   GEOTROPIC CURVATURE OF OAT SEEDLINGS AND ROOT TIPS        00869011
               1. OBSERVATIONS - OAT COLEOPTILES BEND AWAY FROM THE     00869012
               SURFACE OF THE EARTH AND ROOT TIPS BEND TOWARD THE       00869013
               THE SURFACE OF THE EARTH.  INFERENCE - THERE IS A RELATION00869014
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| | SHIP BETWEEN THE SURFACE OF THE EARTH AND GEOTROPIC CURVA- | 00869015 |
| | TURE. HYPOTHESIS-GEOMETRIC CURVATURE IS CAUSED BY AN IN- | 00869016 |
| | TERACTION BETWEEN THE SURFACE OF THE EARTH AND THE OAT | 00869017 |
| | COLEOPTILE (OR ROOT TIP) | 00869018 |
| | TEST - (BEGINNING) WEIGHTS MAY BE ADDED TO THE OAT CO- | 00869019 |
| | LEOPTILE WHICH WILL JUST COUNTERBALANCE THE FORCE CAUSING | 00869020 |
| | CURVATURE AND THE COLEOPTILE WILL NOT CURVE. LEAVE THIS | 00869021 |
| | OPEN ENDED FROM THIS POINT ON AND CALL FOR A DISCUSSION | 00869022 |
| | OF TEST RESULTS. STUDENTS MAY SUGGEST THAT THE WTS. MAY | 00869023 |
| | BE USED AS A MEASURE OF THE FORCES ACTING BETWEEN THE | 00869024 |
| | SURFACE OF THE EARTH AND THE COLEOPTILE. THEY MAY | 00869025 |
| | SUGGEST THAT ACCELERATION DUE TO GRAVITY IS INDEPENDENT OF | 00869026 |
| | MASS. THEY MAY EVENTUALLY EITHER REJECT OR ACCEPT THE | 00869027 |
| | HYPOTHESIS ON THE BASIS OF THIS TEST. | 00869028 |
| | RESERVOIR - LATERAL TRANSPORT OF AUXINS AND INFLUENCE ON | 00869029 |
| | GEOTRTROPIC CURVATURE, NITROGEN EFFECTS (ANAEROBIC CONDI- | 00869030 |
| | TIONS) ON SAME, TEMPERATURE EFFECTS ON SAME, ALL PROVIDE | 00869031 |
| | OBSERVATIONS FROM WHICH OTHER INFERENCES MAY BE DRAWN | 00869032 |
| | AND HYPOTHESES FORMULATED. SINCE THE MEDIATING MECHANISM | 00869033 |
| | FOR GEOTROPIC CURVATURE HAS NOT AS YET BEEN ENTIRELY | 00869034 |
| | DETERMINED, ALTHOUGH A GREAT DEAL OF WORK HAS BEEN COM- | 00869035 |
| | PLETED IN THIS AREA, THE STUDENT SHOULD NOT BE HELD | 00869036 |
| | RESPONSIBLE FOR ARRIVING AT A CORRECT ANSWER. | 00869037 |
| | EXPERIENCE CONTINUED | |
| *SETTING | COLLEGE - SMALL GROUP | 00869010 |
| *MATERIALS | COLEOPTILE HOLDER, WATER, COLEOPTILES, OAT SEEDLINGS, | 00869005 |
| | FILTER PAPER, RED LIGHT, CUTTERS, MICRORAZOR BLADE, | 00869005 |
| | PINS, WEIGHTS, PLATINUM | 00869005 |
| *LEVEL | GRADES 1-4 | 00869008 |
| *GENERAL | GENERALIST | 00869007 |
| *HOURS | 1/2 | 00869006 |
| *FILE | MATTER INTERACTIONS BIO SCI | 00869010 |

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| *OBJECTIVES | UPON COMPLETION OF THIS EXERCISE THE STUDENT SHOULD BE | 00869025 |
| | ABLE TO FORMULATE HYPOTHESES AND SUGGEST TESTS FOR THESE | 00869026 |
| | HYPOTHESES REGARDING BENDING OF OAT COLEOPTILES AWAY | 00869027 |
| | FROM THE SURFACE OF THE EARTH, OR THE BENDING OF A ROOT | 00869028 |
| | TIP TOWARD THE SURFACE OF THE EARTH. | 00869029 |
| | | 00869030 |
| *PREREQUISITES | NONE | 00869001 |
| | 1. COLEOPTILE HOLDER (A SMALL WATER TROUGH INTO WHICH | 00869002 |
| | 6 PINS HAVE BEEN SET AND WHICH IS DESIGNED TO HOLD | 00869003 |
| | WATER, THE HOLDER MAY BE COVERED WITH A PIECE OF PLASTIC | 00869004 |
| | CUT TO SIZE, INTO WHICH HOLES HAVE BEEN DRILLED CORRES- | 00869005 |
| | PONDING TO THE POSITION OF PINS IN THE TROUGH. THE | 00869006 |
| | TROUGH IS FILLED WITH WATER, THE EDGES GREASED (TO PREVENT | 00869007 |
| | WATER SEEPAGE), AND THE COVER SCREWED IN PLACE. 2. | 00869008 |
| | COLEOPTILES MAY BE GROWN BY PLACING SOAKED OAT SEEDLING | 00869009 |
| | IN A SLANTED POSITION ON FILTER PAPER IN CONTACT WITH WA- | 00869010 |
| | TER UNDER RED LIGHT, FOR THREE DAYS, AT THAT TIME, UNDER RED | 00869011 |
| | LIGHT, USING A COLEOPTILE CUTTER (MICRORAZOR BLADE | 00869012 |
| | INSERTED INTO HANDLE) CUT THROUGH THE SURFACE OF THE OUTER | 00869013 |
| | PROTECTIVE COATING OF THE SEEDLING (THE COLEOPTILE) AND | 00869014 |
| | GENTLY PULL THE PLANT AWAY FROM THE COLEOPTILE PORTION. | 00869015 |
| | 3. PLACE THE COLEOPTILE IN THE COLEOPTILE HOLDER (UP | 00869016 |
| | TO 6 WHEN TROUGH IS DESIGNED WITH ONE ROW OF PINS) AND | 00869017 |
| | TURN ON THE SIDE SO THAT THE COLEOPTILES ARE HORIZONTAL | 00869018 |
| | TO THE EARTH'S SURFACE. ALLOW TO STAND FOR SEVERAL HOURS. | 00869019 |
| | (COLEOPTILES ARE MUCH EASIER FOR THE STUDENT TO SEE THAN | 00869020 |
| | ROOT TIPS PICTURES OF CURVED ROO TIPS - AS SLIDES OR OVER- | 00869021 |
| | LAYS - MAY BE SHOWN) 4. WTS MAY BE MADE FROM PLATINUM | |



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| | OR OTHER VERY FINELY DRAWN WIRE INTO WHICH A HOOK IS BENT | 00869022 |
| | AND WHICH IS WEIGHED TO THE SMALLEST POSSIBLE FRACTION | 00869023 |
| | OF A GRAM. | 00869024 |
| *SETTING | COLLEGE - SMALL GROUP | 00869010 |
| *MATERIALS | COLEOPTILE HOLDER, WATER, COLEOPTILES, OAT SEEDLINGS, | 00869005 |
| | FILTER PAPER, RED LIGHT, CUTTERS, MICRORAZOR BLADE, | 00869005 |
| | PINS, WEIGHTS, PLATINUM | 00869005 |
| *LEVEL | GRADES 1-4 | 00869008 |
| *GENERAL | GENERALIST | 00869007 |
| *HOURS | 1/2 | 00869006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO FORMULATE A HYPOTHESIS AND/ | 00869031 |
| | OR SUGGEST A TEST FOR A HYPOTHESIS REGARDING GEO- | 00869032 |
| | TROPIC CURVATURE OF PLANT PARTS. | 00869033 |
| *FILE | MATTER INTERACTIONS BIO SCI | 00869010 |

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| *OBJECTIVES | AT THE END OF THE EXPERIENCE THE STUDENT SHOULD BE ABLE | 00870027 |
| | TO CONSTRUCT A SET OF SPECIFIC CONDITIONS OR STEPS | 00870028 |
| | GOVERNING CELL DIVISION. | 00870029 |
| *PREREQUISITES | MODULE FUNCTIONS PERFORMED BY CELLS | 00870030 |
| *EXPERIENCE | CELL DIVISION | 00870011 |
| | REFERENCE CELL DIVISION, DANIEL MAZIA B.S.C.S. PAM- | 00870012 |
| | PHLET 14 FUNCTIONAL ORGANELLES. JOHN H. MORRISON | 00870013 |
| | CHAPTER 5 REINHOLD. 1966. | 00870014 |
| | RECOMMEND A SET OF SLIDES (35MM) ILLUSTRATING EACH PHASE | 00870015 |
| | OF CELL DIVISION AND A SECOND SET, AVAILABLE TO EACH STUD- | 00870016 |
| | ENT, OF PREPARED MICROSCOPIC SLIDES SHOWING STEPS INVOLVED | 00870017 |
| | IN MITOSIS AND MEIOSIS, WHICH THE STUDENT MAY UTILIZE | 00870018 |
| | INDIVIDUALLY UNDER THE MICROSCOPE (USING A MICROPROJECTOR) | 00870019 |
| | REPRINTS OF ELECTRON PHOTOMICROGRAPHS (DANIEL MAZIA AND | 00870020 |
| | OTHERS) MAY BE USED TO PREPARE SLIDES OF ELECTRON PHOTO- | 00870021 |
| | GRAPHS, IF NOT AVAILABLE. THE SET OF 35MM SLIDES MAY BE | 00870022 |
| | USED BY THE INSTRUCTOR TO INTRODUCE THIS SUBJECT MATTER | 00870023 |
| | AREA. THE STUDENTS MAY THEN SELECT SLIDES FOR PURPOSE OF | 00870024 |
| | STUDY WITH THE MICROPROJECTOR. (THIS TYPE OF LESSON IS | 00870025 |
| | EASILY ADAPTED TO AUDIOTUTORIAL SYSTEMS). | 00870026 |
| *SETTING | COLLEGE - SMALL GROUP | 00870010 |
| *MATERIALS | AS ABOVE | 00870005 |
| *LEVEL | GRADES 1-4 | 00870008 |
| *GENERAL | GENERALIST | 00870007 |
| *HOURS | 2 | 00870006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO LIST ALL O F THE IMPORTANT | 00870031 |
| | SPECIFIC STEPS INVOLVED IN MITOSIS, SUCH AS DUPLICATION OF | 00870032 |
| | EACH GENE OF EACH CHROMOSOME IN A SET OF CHROMOSOMES. | 00870033 |
| *FILE | MATTER BIO SCI CHANGE | 00870009 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00871027 |
| | TO DESCRIBE THE FUNCTIONS PERFORMED BY THE CELL, USING | 00871028 |
| | ACTIVE CELL ORGANELLES TO DO SO. | 00871029 |
| *PREREQUISITES | MODULE - PRIMITIVE LIFE FORMS | 00871030 |
| *EXPERIENCE | FUNCTIONS PERFORMED BY CELLS | 00871011 |
| | 1. IT IS SUGGESTED THAT A MODEL OF THE CELL (THREE DIM- | 00871012 |
| | ENSIONAL) BE DEMONSTRATED WHICH SHOWS THE RELATIONSHIP OF | 00871013 |
| | CELL MEMBRANE, CYTOPLASM AND NUCLEUS TO EACH OTHER AND TO | 00871014 |
| | OTHER IMPORTANT CELL ORGANELLES. 2. SLIDES SHOULD BE MADE | 00871015 |
| | AVAILABLE AS FOLLOWS. 1. OF A CELL WITH A PROMINANT | 00871016 |
| | NUCLEUS, 2. OF A PLANT CELL, SHOWING THE CELL WALL AND | 00871017 |
| | ITS RELATIONSHIP TO THE CELL MEMBRANE. 3 OF A NERVE CELL | 00871018 |
| | TO SHOW ALTERATION OF SHAPE (OR ACCOMMODATION OF SHAPE) TO | 00871019 |
| | FUNCTION OF THE CELL, 4. OF A PLANT CELL, SHOWING | 00871020 |

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| | PLASTIDS. 5. OF PLANT OR ANIMAL CELLS DISPLAYING | 00871021 |
| | OTHER IMPORTANT ORGANELLES. THE SLIDES HSOULD BE VIEWED | 00871022 |
| | BY THE STUDENTS, USING THE MICROPROJECTOR FOR THE PURPOSE | 00871023 |
| | OF MAKING TRACINGS OF THE CELLS OBSERVED. 3. ELECTRON | 00871024 |
| | PHOTOMICROGRAPHS MAY BE VIEWED (CELL ELECTRON MICRO- | 00871025 |
| | GRAPHS, TURTOX NEWS, JAN. 1968, P. 46.) | 00871026 |
| *SETTING | COLLEGE - INDERENDENT | 00871010 |
| *MATERIALS | BLANK | 00871005 |
| *LEVEL | GRADES 1-4 | 00871008 |
| *GENERAL | GENERALIST | 00871007 |
| *HOURS | 1 | 00871006 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO PREPARE A DIAGRAM OF A CELL. | 00871031 |
| | LABELLING ORGANELLES BY NAME AND FUNCTION. | 00871032 |
| *FILE | MATTER BIO SCI INTERACTION CELL FUNCTIONS | 00871009 |

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| *OBJECTIVES | TO DETERMINE THE RELATIVE AREAS OF IRREGULAR OBJECTS TO | 00872016 |
| | DISCOVER THE DIFFICULTY OF USING NON-STANDARD OBJECTS FOR | 00872017 |
| | MEASUREMENT. | 00872018 |
| *PREREQUISITES | NONE | 00872019 |
| *EXPERIENCE | STUDENTS WILL BE GIVEN DRAWINGS OF LONG LAKE AND ROUND | 00872011 |
| | LAKE, AND ASKED WHICH IS BIGGER. AREA DISCUSS POSSIBLE | 00872012 |
| | WAYS OF DETERMINING. PROVIDE DRY LIMA BEANS AS A MEANS | 00872013 |
| | OF DETERMINING THE AREA OF THE LAKES. HAVE EACH STUDENT | 00872014 |
| | RECORD THE NO; OF BEANS USED. | 00872015 |
| *SETTING | LARGE GROUP | 00872010 |
| *MATERIALS | DRAWING, LIMA BEANS | 00872005 |
| *LEVEL | GRADES 1-4 | 00872008 |
| *GENERAL | ALL CANDIDATES | 00872007 |
| *HOURS | 1 | 00872006 |
| *EVALUATION | EACH STUDENT WILL COVER EACH LAKE WITH BEANS AND RECORD THV | 00872020 |
| | NUMBER REQUIRED, A COMPARISON OF THESE FIGURES WILL REVEAL | 00872021 |
| | GREAT VARIETY. | 00872022 |
| *FILED | BIO SCI | 00872009 |

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| *OBJECTIVES | TO DISCOVER THAT A STANDARD UNIT OF MEASURE MEASUREMENT | 00873016 |
| | WILL PROVIDE MORE CONSISTENT RESULTS IN DETERMINING AREA. | 00873017 |
| *PREREQUISITES | MODULE 872 MEASUREMENT WITH BEANS. | 00873018 |
| *EXPERIENCE | STUDENTS WILL MEASURE THE AREA OF LONG LAKE AND ROUND | 00873011 |
| | LAKE USING SMALL GUMMED LABELS AS A UNIT OF USING MEASURE | 00873012 |
| | A DISCUSSION OF THE ADVANTAGES OF USING STANDARD UNITS OF | 00873013 |
| | MEASURE (LABELS) AS NON-STANDARD UNITS (BEANS) SHOULD | 00873014 |
| | FOLLOW THE ACTIVITY | 00873015 |
| *SETTING | COLLEGE | 00873010 |
| *MATERIALS | DRAWINGS, LABELS | 00873005 |
| *LEVEL | GRADES 1-4 | 00873008 |
| *GENERAL | ALL CANDIDATES | 00873007 |
| *HOURS | 1 | 00873006 |
| *EVALUATION | EACH STUDENT WILL MEASURE EACH LAKE BY PASTING LABELS TO | 00873019 |
| | COVER SAME. A COMPARISON OF RESULTS WITH PREVIOUS MODULE | 00873020 |
| | WILL SHOW MUCH NARROWER RANGE | 00873021 |
| *FILED | PHYS. SCI, VARIATION MEASUREMENT | 00873009 |

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| *OBJECTIVE | 1. TO INFER FROM CUT-AWAY OR PART-SECTIONS OF OBJECTS THE | 00938 14 |
| | GEOMETRIC PATTERN OF THE WHOLE. 2. INFER THAT THE | 00938 15 |
| | GEOMETRIC PATTERN PRODUCED BY CUTTING ANY | 00938 16 |
| | THREE-DIMENSIONAL OBJECT DEPENDS UPON A. THE SHAPE OF THE | 00938 17 |
| | OBJECT BEING CUT. B. THE ANGLE OF THE CUT | 00938 18 |
| *PREREQUISITE | READ THE RATIONALE FOR AAAS INFERENCE 11 | 00938 19 |

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| *EXPERIENCE | SEE AAAS INFERENCE 11 ON INFERRING SHAPES OF THINGS. DO ACTIVITIES 1, 2, 3 AND 4. STYROFOAM SHAPES MAY BE USED IN PLACE OF CLAY AND SOAP. | 00938 11<br>00938 12<br>00938 13 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 00938 10 |
| *MATERIALS | CUT BLOCK SECTIONS OF DOUGLAS FIRBLOCKS 2CROSS-SECTION, LONGITUDINAL SECTION THROUGH CENTER, DIAGONAL SECTION, WEDGE SHAPED SECTION THROUGH CENTER, STYROFOAM CYCLINDERS, SPHERES, RECTANGULAR SOLIDS, SHARP KNIFE | 00938 5<br>00938<br>00938<br>00938 |
| *LEVEL | ALL GRADES | 00938 8 |
| *GENERAL | GENERALIST | 00938 7 |
| *HOURS | 1 | 00938 6 |
| *EVALUATION | GIVEN SECTIONS OF WOOD THE STUDENT SHOULD INFER THE ANGLE OR DIRECTION OF CUTTING, GIVEN AN OBJECT AND AN ANGLE OR DIRECTION OF CUT THE STUDENT SHOULD DRAW THE SHAPE OF THE RESULTING SURFACE, GIVEN A SECTION OF AN OBJECT INFER THE GEOMETRIC PATTERN OF THE WHOLE. | 00938 20<br>00938 21<br>00938 22<br>00938 23<br>00938 24 |
| *FILE | MATTER PHYS SCI SHAPES | 00938 9 |

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| *OBJECTIVE | THE STUDENT SHOULD BE ABLE TO IDENTIFY AND DISCUSS CIRCUMSTANTIAL EVIDENCE FOR THE EXISTENCE OF INVISIBLE PARTICLES. | 00939 15<br>00939 16<br>00939 17<br>00939 18 |
| *PREREQUISITE | BLANK | 00939 11 |
| *EXPERIENCE | VIEW THE FILM [EVIDENCE FOR MOLECULES AND ATOMS] 19 MINUTES BY ENCYCLOPEDIA BRITANNICA FILMS FOLLOWING THE VIEWING THE STUDENTS SHOULD PARTICIPATE IN A DISCUSSION TO RECALL AND QUESTION THE EVIDENCE CITED IN THE FILM. | 00939 12<br>00939 13<br>00939 14 |
| *SETTING | LARGE GROUP COLLEGE | 00939 10 |
| *MATERIALS | BLANK | 00939 5 |
| *LEVEL | ALL GRADES | 00939 8 |
| *GENERAL | GENERALIST | 00939 7 |
| *HOURS | 1/2 | 00939 6 |
| *EVALUATION | THE STUDENT SHOULD BE ABLE TO STATE AND DISCUSS ONE EXPERIMENTAL FACT THAT PROVIDES CIRCUMSTANTIAL EVIDENCE FOR THE EXISTENCE OF INVISIBLE PARTICLES. | 00939 19<br>00939 20<br>00939 21 |
| *FILE | MATTER PHYS SCI ATOMS + MOLECULES | 00939 9 |

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| *OBJECTIVE | GIVEN THE LINEAR RELATIONS, THE STUDENT SHOULD BE ABLE TO DISTINGUISH AND STATE WHICH OF THE GRAPHS WILL HAVE THE GREATEST SLOPE | 00940 15<br>00940 16<br>00940 17<br>00940 18 |
| *PREREQUISITE | BLANK | 00940 11 |
| *EXPERIENCE | SEE AAAS CLASSIFICATION 15 ON LINEAR RELATIONS AND SLOPE ACTIVITY 3 IN ADDITION ASK THE STUDENT TO EXAMINE THE SLOPES OF LINEAR RELATION THAT DO NOT PASS THROUGH THE ORIGIN E.G. COMPARE S% 2 F WITH S%2F-1 AS TO SLOPE | 00940 12<br>00940 13<br>00940 14 |
| *SETTING | LARGE GROUP COLLEGE | 00940 10 |
| *MATERIALS | GRAPH PAPER | 00940 5 |
| *LEVEL | ALL GRADES | 00940 8 |
| *GENERAL | GENERALIST | 00940 7 |
| *HOURS | 1/4 | 00940 6 |
| *EVALUATION | GIVEN A NUMBER OF LINEAR RELATIONS THE STUDENT SHOULD BE ABLE TO ORDER THEM BY INCREASING SLOPE | 00940 19<br>00940 20 |
| *FILE | MATTER PHYS SCI RELATIONS | 00940 9 |

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| *OBJECTIVES | THE STUDENT WILL INVESTIGATE THE HEATING AND COOLING RATES OVER SOIL AND WATER AND RELATE THE INVESTIGATION TO THE HEATING AND CIRCULATION PATTERNS IN THE REAL WORLD | 00941 22<br>00941 23<br>00941 24<br>00941 25 |
| *PREREQUISITE | BLANK | 00941 26 |

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| *EXPERIENCE | THE STUDENT SHOULD MOUNT THE LAMP WITH REFLECTOR ABOUT 30 TO 40CM ABOVE THE SURFACE OF THE WATER AND SOIL. DISTANCES BETWEEN LAMP AND SOIL AND LAMP AND WATER SHOULD BE EQUAL. THE FOUR THERMOMETERS SHOULD BE PLACED TO THAT TWO BULDS ARE JUST 1CM ABOVE EACH SURFACE AND THE OTHER TWO ARE 1CM UNDER EACH SURFACE. TURN THE LIGHT ON FOR 10 MINUTES-MEASUBE THE TEMPERATURES AT TWO MINUTE INTERVALS. TURN OFF THE LIGHT-MEASURE THE TEMPEARTURES AT TWO MINUTE INTERVALS FOR 10 MINUTES. CONSTRUCT A GRAPH FROM THE DATA. DISCUSS THE RESULTS ≥IN A GROUP, AND THEIR SIGNIFICANCE FOR ATMOSPHERIC CIRCULATION PATTERNS. | 00941 11<br>00941 12<br>00941 13<br>00941 14<br>00941 15<br>00941 16<br>00941 17<br>00941 18<br>00941 19<br>00941 20<br>00941 21 |
| *SETTING | SMALL GROUP ≥2 STUDENTS, COLLEGE | 00941 10 |
| *MATERIALS | 500 ML CONTAINERS, SOIL, WATER, GRAPH PAPER LAMP 200 WATT WITH REFLECTOR, THERMOMETERS 2,-10C-110C,2,-20C-50C, RING STAND AND CLAMP | 00941 5<br>00941<br>00941 |
| *LEVEL | ALL GRADES | 00941 8 |
| *GENERAL | GENERALIST | 00941 7 |
| *HOURS | 1 | 00941 6 |
| *EVALUATION | THE STUDENTSS GRAPH SHOULD SHOW THE CORRECT PATTERNS. THE STUDENT SHOULD BE ABLE TO EXPLAIN LAND AND SEA BREEZES | 00941 26<br>00941 27 |
| *FILE | EXPERIEMENT GEO SCI HEATING + COOLING RATES OF SOIL + WATER. | 00941 9<br>00941 |

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| *OBJECTIVES | TO OBSERVE AND DESCRIBE THE DIFFERENCES BETWEEN ROCKS USING A MAGNIFYING GLASS | 00942 17<br>00942 18 |
| *PREREQUISITE | READ OBSERVATION IN AAS BASIC SCIENCE PROCESSES. | 00942 19 |
| *EXPERIENCE | LAB, 1, EXAMINE WITH A TEASING NEEDLE AND MAGNIFYING GLASS SIX ROCKS OF DIFFERENT COMPOSITION AND TEXTURE FOR EACH ROCK MAKE A LIST OF TERMS WHICH DESCRIBE THE ROCK. CLASS, 2, FROM A MASTER LIST OF THE DESCRIPTIVE TERMS USED BY THE STUDENTS, THE CLASS WILL CHOOSE AND UNDERLINE THOSE TERMS WHICH BEST DESCRIBE THE ROCKS. | 00942 11<br>00942 12<br>00942 13<br>00942 14<br>00942 15<br>00942 16 |
| *SETTING | LARGE GROUP OTHER ≥SPECIFY, LABORATORY COLLEGE | 00942 10 |
| *MATERIALS | ROCK SAMPLES ≥GRANITE, BASALT, LIMESTONE, STANDSTONE ETC, MAGNIFYING GLASS TEASING NEEDLE | 00942 5<br>00942 |
| *LEVEL | PRE-SCH-K GRADES 1-4 | 00942 8 |
| *GENERAL | BLANK | 00942 7 |
| *HOURS | 45 | 00942 6 |
| *EVALUATION | FOR EACH OF FOUR ROCK SAMPLES, THE STUDENT WILL CHOOSE FROM THE UNDERLINED TERMS ON THE MASTER LIST THE FOUR TERMS WHICH BEST DESCRIBE THE ROCK. | 00942 20<br>00942 21<br>00942 22 |
| *FILE | MATTER OBSERVATION ROCKS | 00942 9 |

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| *OBJECTIVES | 19 THE STUDENT WILL INVESTIGATE A PATTERN OF CHANGE BY PARTICIPATING IN A LONG-TERM OBSERVATION OF EARTHQUAKE ACTIVITY. 29 THE STUDENT WILL GAIN EXPERIENCE IN LOCATING POSITIONS ON A WORLD MAP BY ACCURATELY PLOTTING LATITUDE AND LONGITUDE. | 00943 26<br>00943 27<br>00943 28<br>00943 29<br>00943 30 |
| *PREREQUISITE | NONE | 00943 31 |
| *EXPERIENCE | ORDER EPICENTER CARDS FROM ENVIROMENTAL SCIENCE SERVICES ADMINISTRATION, COAST AND GEODETIC SURVEY, ROCKVILLE MARYLAND POST A PACIFIC CENTERED MERCATOR WORLD MAP ABOUT 75CM/100CM MAP SHOULD HAVE LINES OF LATITUDE AND LONGITUDE PLAINLY MARKED POST A COPY OF THE RICHTER SCALE OF EARTHQUAKE MAGNITUDE EXPLAINE TO STUDENTS HOW TO PLOT DATA FROM EPICENTER CARDS ON THE WORLD MAP-REVIEW LATITUDE AND LONGITUDE - USE COLORED PINS OR SYMBOLS FOR EARTHQUAKES OF DIFFERENT MAGNITUDES, 4-69 KH. - RED PIN 70-299 KM ) YELLOW PIN 300- KM ) BLUE PIN EACH WEEK ≥ FOR | 00943 11<br>00943 12<br>00943 13<br>00943 14<br>00943 15<br>00943 16<br>00943 17<br>00943 18<br>00943 19<br>00943 20 |

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| | APPROXIMATELY 8 WEEKS . ASSIGN A SMALL GROUP OF STUDENTS | 00943 | 21 |
| | TO PLOT EPICENTER CARDS RECEIVED DURING THAT WEEK. ≥DO | 00943 | 22 |
| | NOT PLOT EARTHQUAKES OF MAGNITUDE LESS THAN 4.0. ALL | 00943 | 23 |
| | STUDENTS SHOULD HAVE A TURN. THE STUDENTS SHOULD OBSERVE | 00943 | 24 |
| | THE DATA FOR PATTERNS IN EQRTHQUAKE LOCATION AND FREQUENCY | 00943 | 25 |
| SETTING | INFRPENDENT COLLEGE | 00943 | 10 |
| *MATERIALS | SEE EARTHQUAKE WATCH ESCP TEACHERSS GUIDE EP, CENTER | 00943 | 5 |
| | CARDS, 3 COLORS MARKING PINS, PACIFIC-CENTERED MERCATOR | 00943 | |
| | WORLD MAP | 00943 | |
| *LEVEL | ALL GRADES | 00943 | 8 |
| *GENERAL | GENERALIST | 00943 | 7 |
| *HOURS | 1/2 | 00943 | 6 |
| *EVALUATION | PLOTTING DATA FROM EPICENTER CARDS ON WORLD MAP THE | 00943 | 32 |
| | STUDENT SHOULD BE ABLE TO IDENTIFY AREAS OF THE WORLD THAT | 00943 | 33 |
| | ARE [EARTHQUAKE-PRONE] AND THAT ARE QUIET AND STABLE | 00943 | 34 |
| *FILE | CHANGE GEO SCI EARTHQUAKE | 00943 | 9 |

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| *OBJECTIVES | THE STUDENT SHOULD BE ABLE TO STATE RELATIONS IN TERMS OF | 00944 | 14 |
| | SENTENCES SUCH AS S[F-38 S%F2 AND HE SHOULD RECOGNIZE AND | 00944 | 15 |
| | NAME A RELATION WHEN GIVEN A FINITE NUMBER OF | 00944 | 16 |
| | ILLUSTRATIONS WHICH ARE THE RELATION ≥R6. | 00944 | 17 |
| *PREREQUISITE | BLANK | 00944 | 18 |
| *EXPERIENCE | SEE AAAS CLASSIFICATION 14 ON RELATIONS DO ACTIVITY 1 | 00944 | 11 |
| | ALSO GIVE THE STUDENTS VALUES FOR F AND THE RELATION | 00944 | 12 |
| | BETWEEN F AND S AND LET THEM DETERMINE VALUES FOR S | 00944 | 13 |
| *SETTING | LARGE GROUP COLLEGE | 00944 | 10 |
| *MATERIALS | NONE | 00944 | 5 |
| *LEVEL | ALL GRADES | 00944 | 8 |
| *GENERAL | GENERALIST | 00944 | 7 |
| *HOURS | 1/5 | 00944 | 6 |
| *EVALUATION | GIVEN SIX APPROPRIATE VALUES FOR F AND S THE STUDENT | 00944 | 19 |
| | SHOULD DISCOVER AND WRITE THE RELATION BETWEEN F AND S. | 00944 | 20 |
| *FILE | MATTER PHYS SCI RELATIONS | 00944 | 9 |

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| *OBJECTIVES | THE STUDENT SHOULD BE ABLE TO CONSTRACT THE GRAPH OF A | 00945 | 14 |
| | RELATION GIVEN A FINITE NUMBER OF ILLUSTRATIONS ≥R6. WHICH | 00945 | 15 |
| | USE THE RELATION. AND GIVEN AN APPROPRIATE GRAPH HE | 00945 | 16 |
| | SHOULD BE ABLE TO WRITE THE RELATION | 00945 | 17 |
| *PREQUISITES | BLANK | 00945 | 18 |
| *EXPERIENCE | SEE AAAS CLASSIFICATION 14 ON RELATIONS DO ACTIVITY 2 | 00945 | 11 |
| | ALSO PRESENT THE STUDENT WITH A NUMBER OF APPROPRIATE | 00945 | 12 |
| | GRAPHS AND LET HIM DISCOVER THE RELATION FOR EACH. | 00945 | 13 |
| *SETTING | LARGE GROUPS COLLEGE | 00945 | 10 |
| *MATERIALS | BLANK | 00945 | 5 |
| *LEVEL | ALL GRADES | 00945 | 8 |
| *GENERAL | GENERALIST | 00945 | 7 |
| *HOURS | 1/4 | 00945 | 6 |
| *EVALUATION | GIVEN R6 VALUES OF F AND S THE STUDENT SHOULD BE ABLE TO | 00945 | 19 |
| | CONSTRUCT A GRAPH SHOWING THE RELATION OF F TO S. GIVEN | 00945 | 20 |
| | A GRAPH THE STUDENT SHOULD BE ABLE TO DETERMINE THE | 00945 | 21 |
| | VELATION | 00945 | 22 |
| *FILE | MATTER PHYS SCI RELATIONS | 00945 | 9 |

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| *OBJECTIVES | TO DESCRIBE THE ANATOMY OF IMPORTANT TREE PARTS AND THEIR | 00946 | 19 |
| | USE IN A CLASSIFYING COMMON SPECIES OF TREES. | 00946 | 20 |
| *PREREQUISITE | MODULES: LABORATORY: LEARNING TO CLASSIFY COMMON FLORA | 00946 | 21 |
| | THE PREPARATION OF A PERMANENT COLLECTION OF COMMON | 00946 | 22 |
| | FLORA | 00946 | 23 |

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| *EXPERIENCE | LEARNING TO KNOW TH TREES. REF: HOW TO KNOW THE TREES - | 00946 | 11 |
| | H. E. JACQUES, W. C. BROWN CO. PUBL. A DEMONSTRATION - | 00946 | 12 |
| | LABORATORY A TV CAMARA AND MONITOR MAY BE USED SO THAT THE | 00946 | 13 |
| | INSTRUCTOR CAN DEMONSTRATE LEAF ANATOMY TO THE STUDENT. | 00946 | 14 |
| | APPROPRIATE TREE MATERIALS (LEAVES) SHOULD BE FURNISHED TO | 00946 | 15 |
| | PROVIDE THE STUDENT WITH PRACTICE MATERIALS FOR THE | 00946 | 16 |
| | PURPOSE OF IDENTIFICATION OF THE SPECIES PRESENT., IN THE | 00946 | 17 |
| | BASIS OF LEAF ANATOMY. | 00946 | 18 |
| *SETTING | INDEPENDENT COLLEGE | 00946 | 10 |
| *MATERIALS | AS ABOVE | 00946 | 5 |
| *LEVEL | ALL GRADES | 00946 | 8 |
| *GENERAL | SPECIALIST | 00946 | 7 |
| *HOURS | 2 | 00946 | 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO MAKE A COLLECTION OF LEAVES | 00946 | 24 |
| | AND TO CORRECTLY IDENTIFY THE COMMON SPECIES OF TREES OF | 00946 | 25 |
| | HIS AREA ON AN OPEN BOOK BASIS. | 00946 | 26 |
| *FILE | MATTER CLASSIFICATION TYPE ANATOMY | 00946 | 9 |

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| *OBJECTIVES | BY USING SIMPLE MODELS OF HYDROGEN, OXYGEN AND WATER, THE | 00947 | 29 |
| | STUDENT SHOULD BE ABLE TO ACCURATELY DESCRIBE THE NUMBERS | 00947 | 30 |
| | AND KINDS OF ATOMS PRESENT AND HOW THEY ARE HELD TOGETHER | 00947 | 31 |
| | TO FORM MOLECULES. | 00947 | 32 |
| *PREREQUISITE | NONE | 00947 | 33 |
| *EXPERIENCE | MODELS OF ELEMENTS AND COMPOUNDS RECOMMENDED: DISC | 00947 | 11 |
| | MOLECULAR MODELS (A KIT) W. A. BENJAMIN, NEW YORK, N.Y. | 00947 | 12 |
| | THESE ARE COLOR CODED AND INCLUDE STRIPS OF PLASTIC TUBING | 00947 | 13 |
| | WHICH MAY BE USED TO LINK ATOMS. THE COLOR CODED DISCS | 00947 | 14 |
| | REPRESENT COMMON ATOMS AND CONTAIN AS MANY POINTS OF | 00947 | 15 |
| | ATTACHMENT AS EACH ATOM REQUIRES FOR BONDING, I.E., ONE | 00947 | 16 |
| | POINT OF ATTACHMENT FOR HYDROGEN, FOUR FOR CARBON. THEY | 00947 | 17 |
| | ARE INEXPENSIVE (UNDER $4.00 PER KIT) AND SIMPLE ENOUGH | 00947 | 18 |
| | FOR BEGINNING STUDENTS TO USE, AT THE SAME TIME ALLOWING | 00947 | 19 |
| | AN ACCURATE REPRESENTATION OF BONDING, WHICH IS ESSENTIAL | 00947 | 20 |
| | IF THE STUDENT IS TO UNDERSTAND LATER MODULE ENTITLED (THE | 00947 | 21 |
| | DECOMPOSITION OF COMPOUNDS TO FORM SIMPLER SUBSTANCES). | 00947 | 22 |
| | IT IS SUGGESTED THAT THE INSTRUCTOR PRESENT SEVERAL SIMPLE | 00947 | 23 |
| | EXAMPLES OF MOLEGULES WHICH ARE COVALENTLY BONDED, AND | 00947 | 24 |
| | EXPLAIN THAT A LINK IS FORMED BETWEEN ATOMS BY SHARING OF | 00947 | 25 |
| | ELECTRONS. THE STUDENTS SHOULD THEN BE ASKED TO MAKE | 00947 | 26 |
| | MODELS OF HYDROGEN, OXYGEN AND WATER. (OTHER SIMPLE | 00947 | 27 |
| | MOLECULES MAY BE INCLUDED IF DESIRED.) | 00947 | 28 |
| *SETTING | INDEPENDENT COLLEGE | 00947 | 10 |
| *MATERIALS | BLANK | 00947 | 5 |
| *LEVEL | ALL GRADES | 00947 | 8 |
| *GENERAL | SPECIALIST | 00947 | 7 |
| *HOURS | 1 | 00947 | 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CONSTRUCT A MODEL OF ONE OR | 00947 | 34 |
| | MORE SIMPLE MOLECULES AND EXPLAIN HOW THE ATOMS ARE HELD | 00947 | 35 |
| | TOGETHER IN THE MOLECULE. | 00947 | 36 |
| *FILE | MATTER PHYS. SCI. COVALENT BONDS | 00947 | 9 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT IS EXPECTED TO | 00948 | 25 |
| | DESCRIBE THE BASIS OF KINETIC MOLECULAR THEORY TO THE | 00948 | 26 |
| | EXTENT TO WHICH IT IS DEVELOPED DURING THE EXPERIENCE. | 00948 | 27 |
| *PREREQUISITE | NONE | 00948 | 28 |
| *EXPERIENCE | KINETIC MOLECULAR THEORY A SIMPLE MODEL MAY BE USED TO | 00948 | 11 |
| | DEMONSTRATE THE MOTION OF GAS MOLECULES. SUGGESTED: A | 00948 | 12 |
| | PLASTIC BOTTLE PARTIALLY FILLED WITH COLORED BEADS OR ANY | 00948 | 13 |
| | OTHER MODEL THE BASIS OF WHICH IS NECESSARILY SIMILAR. | 00948 | 14 |

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| | THE FOLLOWING POINTS SHOULD BE DEVELOPED THROUGH | 00948 15 |
| | EXPLANATION, USE OF THE MODEL FOR DEMONSTRATION PURPOSES | 00948 16 |
| | AND DISCUSSION. 19 MOLECULES ARE IN CONTINUOUS MOTION | 00948 17 |
| | 2. WHILE IN MOTION MOLECULES DISPLAY AND AVERAGE VELOCITY | 00948 18 |
| | ≥SPEED+ 3. THE MOTION OF THE MOLECULES IS RANDOM 49 THE | 00948 19 |
| | DIRECTION OF MOTION IS LIMITED BY CONTINUAL COLLISIONS | 00948 20 |
| | WITH OTHER MOLECULES AND WITH THE WALLS OF THE CONTAINER | 00948 21 |
| | NOTE: NOT ALL FACTORS INVOLVED IN KINETIC MOLECULAR THEORY | 00948 22 |
| | ARE INCLUDED. THE STUDENT SHOULD NOT BE EXPECTED TO HAVE | 00948 23 |
| | INFORMATION BEYOND THE SCOPE OF THE EXPERIENCE. | 00948 24 |
| *SETTING | LARGE GROUP COLLEGE | 00948 10 |
| *MATERIALS | AS ABOVE | 00948 5 |
| *LEVEL | GRADES 1-4 | 00948 8 |
| *GENERAL | GENERALIST | 00948 7 |
| *HOURS | 1/2 | 00948 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CONSTRUCT A SUMMARY OF KINETIC | 00948 29 |
| | MOLECULAR THEORY BASED ON THIS EXPERIENCE. | 00948 30 |
| *FILE | MATTER PHYS. SCI KINETIC MOLECULARS | 00948 9 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00949 33 |
| | TO CONSTRUCT BY DIAGRAM THE GENERAL PROGRESS OF A CHAIN | 00949 34 |
| | REACTION, AND RELATE THIS BY INFERENCE TO NUCLEAR FISSION. | 00949 35 |
| *PREREQUISITE | NONE | 00949 36 |
| *EXPERIENCE | RADIATION - FACTORS INVOLVED IN A CHAIN REACTION A MODEL | 00949 11 |
| | INTENDED TO BE ANALOGOUS TO EVENTS TAKING PLACE DURING | 00949 12 |
| | NUCLEAR FISSION MAY BE CONSTRUCTED FROM A 6 FOOT BY 6 FOOT | 00949 13 |
| | BOARD TO WHICH IS ATTACHED AS MANY MOUSE TRAPS AS POSSIBLE | 00949 14 |
| | , EACH OF WHICH IS SET WITH A PING PONG BALL AS BAITIN | 00949 15 |
| | ≥THIS MUST BE DONE CAREFULLY, AS THE WEIGHT OF THE BALL IS | 00949 16 |
| | NEARLY ENOUGH TO SET OFF THE TRAPS.+ A PING PONG BALL | 00949 17 |
| | THROWN INTO THE CENTER OF THE BOARD WILL CAUSE ONE OF THE | 00949 18 |
| | TRAPS TO SPRING, SETTING OFF A CHAIN REACTION. THE BALLS | 00949 19 |
| | CAN BE LIKENDED TO NUCLEI OF ATOMS. THE MODEL IS | 00949 21 |
| | IMPERFECT IN THAT IT ALLOWS FOR NO SPLITTING OF THE | 00949 22 |
| | NUCLEI, BUT IS USEFUL IN SHOWING THAT A CHAIN OF EVENTS | 00949 23 |
| | RAPIDLY SNOWBALLS AS AN INCREASING NUMBER OF PARTICLES | 00949 24 |
| | ARE PLACED IN MOTION. FROM THE ABOVE MODEL IT IS ONLY A | 00949 25 |
| | STEP TO AN EXPLANATION THAT ATOMIC ENERGY DERIVES ITS | 00949 26 |
| | VALUE FROM THE CHAIN OF EVENTS WHEREBY AN INCREASING | 00949 27 |
| | NUMBER OF ATOMS IS INVOLVED UNTIL THE SAMPLE IS RATHER | 00949 28 |
| | THOROUGHLY DEMOLISHED BY THE PROCESS. DISCUSSION MAY | 00949 29 |
| | INCLUDE RELATING THE NUMBERS OF ATOMS ULTIMATELY INVOLVED | 00949 30 |
| | TO THE TOTAL ENERGY MADE AVAILABLE THROUGH THE CHAIN | 00949 31 |
| | REACTION. | 00949 32 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS+ COLLEGE | 00949 10 |
| *MATERIALS | BLANK | 00949 5 |
| *LEVEL | GRADES 1-4 | 00949 8 |
| *GENERAL | GENERALIST | 00949 7 |
| *HOURS | 1/2 | 00949 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CONSTRUCT A DIAGRAM WHICH | 00949 37 |
| | OUTLINES THE GENERAL PROGRESS OF A CHAIN REACTION, AND | 00949 38 |
| | INFER A RELATIONSHIP BETWEEN THE MODEL OF A CHAIN REACTION | 00949 39 |
| | AND EVENTS TAKING PLACE DURING NUCLEAR FISSION. | 00949 40 |
| *FILE | MATTER PHYS. SCI. RADIATION | 00949 9 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00950 33 |
| | TO IDENTIFY THE EFFECT OF A CHANGE IN DISTANCE FROM AN | 00950 34 |
| | OBJECT ON THE FIELD ≥AREA+ OF VISION, AND BY ORDERING | 00950 35 |
| | PAIRS AND CONSTRUCTING A BAR GRAPH, PREDICT THE EFFECT OF | 00950 36 |

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| | FURTHERS CHANGES IN DISTANCE FROM THE OBJECT ON THE AREA | 00950 37 |
| | OF THE FIELD OF VISION. | 00950 38 |
| | | 00950 39 |
| *PREREQUISITE | NONE | |
| *EXPERIENCE | THE EFFECT OF A CHANGE IN DISTANCE FROM AN OJBECT ON THE | 00950 11 |
| | FIELD ≥AREA↑ OF VISION. REF.: ZEROX PROCESS CHART ≥KIT IN | 00950 12 |
| | PROCESS OF MANUFACTURE↑ - SPACE-TIME RELATION-SHIP - FOR | 00950 13 |
| | BACKGROUND INFORMATION. A CAMARA SHOULD BE FOCUSED ON ANY | 00950 14 |
| | OBJECT PLACED IN THE CORNER OF A ROOM, THE DIMENSIONS OF | 00950 15 |
| | WHICH ARE KNOWN. THE OBJECT SHOULD BE AS CLOSE TO THE | 00950 16 |
| | FLOOR AS POSSIBLE, WHILE MAINTAINING AN [EYE LEVEL[ WITH | 00950 17 |
| | THE CAMARA. THE WALLS LEADING AWAY FROM THE CORNER SHOULD | 00950 18 |
| | BE MARKED WITH MEASURING TAPE, WITH NUMBERS LARGE ENOUGH | 00950 19 |
| | TO BE READ FROM THE PHOTOGRAPH AFTER IT HAS BEEN TAKEN. | 00950 20 |
| | THE FIRST PHOTOGRAPH TAKEN SHOULD BE AT A DISTANCE FROM | 00950 21 |
| | THE OBJECT SUCH TAHT THE SAME AMOUNT OF BOTH WALLS IS IN | 00950 22 |
| | THE [FIELD OF VISION[ OF THE CAMARA. THE CAMARA SHOULD | 00950 23 |
| | THEN BE MOVED IN A DIRECT LINE AWAY FROM THE OBJECT BY 6 | 00950 24 |
| | INCHES FOR A SECOND PHOTOGRAPH. THREE OR 4 ADDITION | 00950 25 |
| | PHOTOGRAPHS SHOULD BE TAKEN AT DISTANCES EACH 6 INCHES | 00950 26 |
| | FARTHER REMOVED FROM THE OBJECT. FOR EACH PHOTOGRAPH THE | 00950 27 |
| | AREA OF THE [FIELD OF VISION[ IS EASILY CALCULATED, AFTER | 00950 28 |
| | MEASURING THE DISTANCE BETWEEN THE WALLS ≥THIS FORMS THE | 00950 29 |
| | SIDE OPPOSITE THE RIGHT ANGLE OF A RIGHT TRIANGLE, THE | 00950 30 |
| | OTHER TWO SIDES OF WHICH ARE EQUAL TO EACH OTHER↑. | 00950 31 |
| | OBSERVATIONS OF THIS EXPERIMENT SHOULD BE RECORDED. | 00950 32 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 00950 10 |
| *MATERIALS | AS NOTED ABOVE | 00950 5 |
| *LEVEL | GRADES 1-4 | 00950 8 |
| *GENERAL | GENERALIST | 00950 7 |
| *HOURS | 1 | 00950 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CONSTRUCT A BAR GRAPH FROM | 00950 40 |
| | ORDERED PAIRS, OF THE RELATIONSHIP BETWEEN THE DISTANCE | 00950 41 |
| | FROM AN OBJECT AND THE FIELD OF VISION AND TO PREDICT, ON | 00950 42 |
| | THE BASIS OF HIS INTERPRETATION OF DATA, THE EFFECT OF | 00950 43 |
| | FURTHER INCREASE IN DISTANCE FROM AN OBJECT ON THE FIELD | 00950 44 |
| | ≥AREA↑ OF VISION. | 00950 45 |
| *FILE | SPACE-TIME VISION BAR GRAPH | 00950 9 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00951 29 |
| | TO IDENTIFY AN UNKNOWN MATERIAL BY COMPARING ITS | 00951 30 |
| | PROPERTIES WITH THE RECORDED PROPERTIES OF KNOWN | 00951 31 |
| | SUBSTANCES. | 00951 32 |
| | | 00951 33 |
| *PREREQUISITE | NONE | |
| *EXPERIENCE | IDENTIFICATION OF AN UNKNOWN SUBSTANCE REF.: ZEROX | 00951 11 |
| | PROCESS CHART - ≥KIT IN PROCESS OF MANUFACTURE ↑ | 00951 12 |
| | CLASSIFYING, INTERPRETING DATA↑ THE UNKNOWN MATERIAL | 00951 13 |
| | BE AN ALOCHOL, AROMATIC OR ALKYL HALIDE. A TABLE SHOULD | 00951 14 |
| | BE PREPARED WHICH CONTAINS DATA ON EASILY MEASURED | 00951 15 |
| | PHYSICAL PROPERTIES OF SEVERAL HOMOLOGUES IN EACH OF THE | 00951 16 |
| | ABOVE MENTIONED GROUPS. THE UNKNOWN SHOULD BE ONE OF THE | 00951 17 |
| | COMPOUNDS LISTED. PHYSICAL PROPERTIES MAY INCLUDE BOILING | 00951 18 |
| | POINT, MELTING POINT, DENSITY, COLOR AND ODOR. THE | 00951 19 |
| | SUBJECT AREA MAY BE OPENED BY ASKING THE STUDENTS TO HELP | 00951 20 |
| | DESIGN A SERIES OF EXPERIMENTS, USING THE DATA BEFORE | 00951 21 |
| | THEM, WHICH WOULD ALLOW IDENTIFICATION OF THE UNKOWN. | 00951 22 |
| | METHODS OF CONDUCTING EXPERIMENTS SHOULD BE DISCUSSED AND | 00951 23 |
| | AS MANY [HINTS[ GIVEN AS NECESSARY TO ASSIST THE GROUP IN | 00951 24 |
| | FORMULATING A SERIES OF USEFUL STEPS. STUDENTS SHOULD | 00951 25 |
| | RECORD OBSERVATIONS AND BY INTERPRETING THE DATA BEFORE | 00951 26 |
| | THEM IN RELATION TO THAT SUPPLIED BY THE TABLE, IDENTIFY | 00951 27 |

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| | THE [UNKNOWN] COMPOUND. | 00951 28 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 00951 10 |
| *MATERIALS | AN UNKOWN SAMPLE FROM AMONG THOSE LISTED ABOVE, GRADUATE | 00951 5 |
| | CYLINDER, BUNSEN BURNER, WATER BATH, THERMOMETER, 150 ML. | 00951 |
| | BEAKERS, OTHER EQUIPMENT AS SUGGESTED BY STUDENTS. | 00951 |
| *LEVEL | GRADES 1-4 | 00951 8 |
| *GENERAL | GENERALIST | 00951 7 |
| *HOURS | 2 | 00951 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CORRECTLY IDENTIFY AN UNKNOWN | 00951 34 |
| | MATERIAL BY COMPARING ITS PROPERTIES WITH THE RECORDED | 00951 35 |
| | PROPERTIES OF KNOWN SUBSTANCES. | 00951 36 |
| *FILE | MATTER PHYSICAL SCI. IDENTIFICATION | 00951 9 |

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| *OBJECTIVE | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00952 15 |
| | TO DESCRIBE BY MEANS OF FORCE DIAGRAMS SITUATIONS IN WHICH | 00952 16 |
| | AN UNBALANCED FORCE IS ACTING ON A BODY AND SITUATIONS IN | 00952 17 |
| | WHICH NO UNBALANCED FORCE IS ACTING ON A BODY. | 00952 18 |
| *PREREQUISITE | NONE | 00952 19 |
| *EXPERIENCE | FORCES, BALANCED AND UNBALANCED, WHICH ACT ON A BODY ZEROX | 00952 11 |
| | KIT ≥ZEROX PROCESS CHART - COMMUNICATING ≥PRESENTLY IN | 00952 12 |
| | IN PROCESS OF MANUFACTURE↑ ≥THIS WILL REQUIRE AN | 00952 13 |
| | EXPLANATION OF THE USE OF FORCE DIAGRAMS.↑ | 00952 14 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ - COLLEGE | 00952 10 |
| *MATERIALS | ZEROX KIT - DESCRIBED ABOVE | 00952 5 |
| *LEVEL | | 00952 8 |
| *GENERAL | GENERALIST | 00952 7 |
| *HOURS | 1 HOUR | 00952 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO CONSTRUCT A FORCE DIAGRAM | 00952 20 |
| | WHICH DESCRIBES EITHER A SITUATION IN WHICH AN UNBALANCED | 00952 21 |
| | FORCE IS ACTING ON A BODY, OR A SITUATION IN WHICH NO | 00952 22 |
| | UNBALANCED FORCE IS ACTING ON A BODY, OR BOTH. | 00952 23 |
| *FILE | MATTER PHYS. SCI. INTERACTION | 00952 9 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00953 26 |
| | TO IDENTIFY 5 FACTORS WHICH MAY INFLUENCE THE GROWTH AND | 00953 27 |
| | DEVELOPMENT OF A PLANT. | 00953 28 |
| *PREREQUISITE | NONE | 00953 29 |
| *EXPERIENCE | FACTORS EFFECTING GERMINATION OF SEEDS. REF.: ZEROX | 00953 11 |
| | PROCESS CHART - KIT IN PROCESS OF MANUFACTURE ≥BACKGROUND | 00953 12 |
| | ONLY. A SET OF EXPERIMENTS IS SUGGESTED WHICH WOULD ALLOW | 00953 13 |
| | OBSERVATION OF THE EFFECT OF TEMPERATURE, AUXINS, | 00953 14 |
| | INORGANIC IONS, WATER AND CARBON DIOXIDE ON THE | 00953 15 |
| | GERMINATION OF SEEDS TO SEEDLINGS, AGE 3-4 DAYS. THE | 00953 16 |
| | STUDENTS MAY BE DIVIDED INTO GROUPS, EACH GROUP TO WORK ON | 00953 17 |
| | ONE VARIABLE, AND REPORT ITS FINDINGS TO THE REMAINDER OF | 00953 18 |
| | THE CLASS. ≥SEEDS MAY BE GROWN ON FILTER PAPER WHICH IS | 00953 19 |
| | IN CONTACT WITH WATER≥REGIMEN FOR GROWING AVENA | 00953 20 |
| | COLEOPTILES, WIEGAND, C. F. AND SCHRANK, A. R., BOT. GAZ. | 00953 21 |
| | 121:106,1959↑ ≥FOR $CO_2$ FREE EXPERIMENTS, A MIXTURE OF | 00953 22 |
| | OXYGEN AND NITROGEN IN PROPORTIONS EQUIVALENT TO THAT IN | 00953 23 |
| | AIR IS DESIRED. THE USE OF PURE OXYGEN MAY INTRODUCE AN | 00953 24 |
| | UNDESIRED VARIABLE INTO THE EXPERIMENT.↑ | 00953 25 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 00953 10 |
| *MATERIALS | SEEDS OF WHEAT, CORN OR OATS, FILTER PAPER, WATER TROUGH, | 00953 5 |
| | CHEMICALS AS DESCRIBED ABOVE, AND FOR $CO_2$ FREE EXPERIMENTS | 00953 |
| | A SEALED CONTAINER ATTACHED TO OXYGEN TANKS ONE ONE SIDE | 00953 |
| | WITH A VENT ON THE OTHER. | 00953 |
| *LEVEL | GRADES 1-4 | 00953 8 |
| *GENERAL | GENERALIST | 00953 7 |

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| *HOURS | ONE HOUR PER STUDENT IN GROUP | 00953 | 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO IDENTIFY 5 FACTORS WHICH MAY | 00953 | 30 |
| | INFLUENCE THE GROWTH AND DEVELOPMENT OF A PLANT. | 00953 | 31 |
| *FILE | MATTER BIO. SCI. GROTH * DEV. OF PLANTS | 00953 | 9 |

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| *OBJECTIVES | AT THE END OF THIS EXPERIENCE THE STUDENT SHOULD BE ABLE | 00954 | 27 |
| | TO INFER A CORRECT RELATIONSHIP BETWEEN THE DECOMPOSITION | 00954 | 28 |
| | OF A COMPOUND INTO SIMPLER SUBSTANCES AND THE TRANSFER OF | 00954 | 29 |
| | ELECTRICAL ENERGY TO CHEMICAL BOND ENERGY. ≥IT IS NOT | 00954 | 30 |
| | REQUIRED THAT THE STUDENT LABEL ‹BOND ENERGY› AS SUCH - | 00954 | 31 |
| | SIMPLY THAT RELATE ‹USE› OF ELECTRICAL ENERGY IN THE | 00954 | 32 |
| | DECOMPOSITION OF A COMPOUND. | 00954 | 33 |
| *PREREQUISITE | MODULE - KINETIC MOLECULAR THEORY | 00954 | 34 |
| *EXPERIENCE | THE DECOMPOSITION OF COMPOUNDS TO FORM SIMPLER SUBSTANCES | 00954 | 11 |
| | THE ELECTROLYSIS OF WATER IS SUGGESTED FOR THIS | 00954 | 12 |
| | EXPERIMENT. 1. USE A HOFFMAN APPARATUS CONTAINING WATER | 00954 | 13 |
| | TO WHICH HAS BEEN ADDED ENOUGH SULFURIC ACID TO RENDER THE | 00954 | 14 |
| | WATER A CONDUCTING MEDIUM. 2. EMPHASIZE THAT A VOLTAGE | 00954 | 15 |
| | OF 8 VOLTS IS REQUIRED IN ORDER FOR THE WATER TO | 00954 | 16 |
| | DECOMPOSE. 3. ASK THE STUDENTS FOR VISUAL EVIDENCE THAT | 00954 | 17 |
| | A REACTION IS TAKING PLACE. 4. BY REDUCING THE VOLTAGE, | 00954 | 18 |
| | SHOW THE DEPENDENCE OF THE REACTION ON THE VOLTAGE. 5. | 00954 | 19 |
| | TEST THE PRODUCTS FORMED. DISCUSS PROPERTIES OF HYDROGEN | 00954 | 20 |
| | AND OXYGEN. 6. DISCUSSION. ASK THE STUDENTS WHERE THE | 00954 | 21 |
| | ENERGY ‹GOES›. EXPLAIN THAT UNDER ORDINARY CONDITIONS | 00954 | 22 |
| | WATER WILL NOT FORM HYDROGEN AND OXYGEN. THE STUDENTS | 00954 | 23 |
| | HAVE HAD NO PREVIOUS EXPERIENCE WITH BOND ENERGIES, SO IT | 00954 | 24 |
| | WILL BE NECESSARY TO TELL THEM THAT BREAKING CHEMICAL | 00954 | 25 |
| | BONDS REQUIRES ENERGY. | 00954 | 26 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS† COLLEGE | 00954 | 10 |
| *MATERIALS | AS ABOVE | 00954 | 5 |
| *LEVEL | GRADES 1-4 | 00954 | 8 |
| *GENERAL | GENERALIST | 00954 | 7 |
| *HOURS | 1/2 | 00954 | 6 |
| *EVALUATION | THE STUDENT MAY BE ASKED TO LIST ONE EXPERIMENTAL ‹PROOF› | 00954 | 35 |
| | FOR EACH SUBSTANCE THAT HYDROGEN AND OXYGEN ARE PRODUCTS | 00954 | 36 |
| | OF AN INTERACTION BETWEEN THE ELECTRICAL ENERGY PUT INTO | 00954 | 37 |
| | THE SYSTEM AND WATER, AND TO ACCOUNT FOR THE SUPPOSED | 00954 | 38 |
| | ‹CONSUMPTION› OF ELECTRICAL ENERGY IN THE PROCESS. | 00954 | 39 |
| *FILE | MATTER PHYS. SCI INTERACTION ENERGY | 00954 | 9 |

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| *OBJECTIVES | 1. FAMILIARIZE THE STUDENT WITH AN S.C.I.S. ACTIVITY. 2. | 00955 | 13 |
| | PROVIDE EXPERIENCE IN OBSERVATION. 3. DESCRIBE A | 00955 | 14 |
| | COLLECTION OF OBJECTS BY THEIR PROPERTIES. 4. SORT | 00955 | 15 |
| | OBJECTS BY A CHOSEN PROPERTY. | 00955 | 16 |
| *PREREQUISITE | NONE | 00955 | 17 |
| *EXPERIENCE | ‹OBJECT COLLECTIONS› ≥SCIENCE CURRICULUM IMPROVEMENT | 00955 | 11 |
| | STUDY, MATERIAL OBJECTS† | 00955 | 12 |
| *SETTING | LARGE GROUP COLLEGE | 00955 | 10 |
| *MATERIALS | MATERIAL OBJECTS UNIT ≥S.C.I.S.† | 00955 | 5 |
| *LEVEL | GRADES 1-4 | 00955 | 8 |
| *GENERAL | ALL CANDIDATES | 00955 | 7 |
| *HOURS | .5 | 00955 | 6 |
| *EVALUATION | HE WILL BE ABLE TO SORT THE OBJECTS ACCORDING TO AT LEAST | 00955 | 18 |
| | THREE DIFFERENT PROPERTIES. | 00955 | 19 |
| *FILE | OBSERVATION PHYS. SCI. SCIS | 00955 | 9 |

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| *OBJECTIVES | TO OBSERVE THE WEARING, SMOOTHING EFFECT OF ROCKS RUBBING | 00956 | 18 |

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| | TOGETHER. | 00956 19 |
| *PREREQUISITE | BLANK | 00956 20 |
| *EXPERIENCE | OBSERVE FRESHLY BROKEN LIMESTONE PEBBLES WITH A MAGNIFYING | 00956 11 |
| | GLASS. PLACE A FEW ASIDE. PLACE A HANDFUL INTO EACH | 00956 12 |
| | CONTAINER ≥10≥ STUDENTS. ADD WATER. CAP. SHAKE | 00956 13 |
| | VIGOROUSLY FOR 5 MINUTES. OBSERVE. ≥PLACE A FEW ASIDE | 00956 14 |
| | AFTER EACH FIVE MINUTES, SO THAT COMPARISON CAN BE MADE | 00956 15 |
| | WHEN EXPERIENCE IS COMPLETED.. REPEAT THE ABOVE SEVERAL | 00956 16 |
| | TIMES. | 00956 17 |
| *SETTING | LARGE GROUP COLLEGE | 00956 10 |
| *MATERIALS | PLASTIC CONTAINERS, PEBBLES, WATER | 00956 5 |
| *LEVEL | ALL GRADES | 00956 8 |
| *GENERAL | ALL CANDIDATES | 00956 7 |
| *HOURS | .5 | 00956 6 |
| *EVALUATION | EACH STUDENT WILL KEEP A SERIES OF DRAWINGS IN ORDER TO | 00956 21 |
| | NOTE CHANGES TAKING PLACE. FOLLOW UP DISCUSSION - PEBBLES | 00956 22 |
| | AT THE OCEAN, IN STREAM BEDS. | 00956 23 |
| *FILE | EARTH SCI. EROSION ROCKS | 00956 9 |

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| *OBJECTIVES | TO OBSERVE DIFFERENTIAL EROSION. | 00957 16 |
| *PREREQUISITE | BLANK | 00957 17 |
| *EXPERIENCE | PLACE EQUAL VOLUMES OF TOPSOIL, SUBSOIL, SAND AND ROCKS IN | 00957 11 |
| | FOUR SHALLOW PANS. PLACE A TWO INCH BOARD UNDER ON END OF | 00957 12 |
| | EACH PAN. POUR EQUAL AMOUNTS OF WATER FROM EQUAL HEIGHTS | 00957 13 |
| | ON EACH PAN ≥USE A GARDEN SPRINKLING CAN.. OBSERVE | 00957 14 |
| | DISCUSS | 00957 15 |
| *SETTING | LARGE GROUP COLLEGE | 00957 10 |
| *MATERIALS | PANS, SOIL, SAND, ROCKS, SPRINKLING CAN, WATER | 00957 5 |
| *LEVEL | ALL GRADES | 00957 8 |
| *GENERAL | ALL CANDIDATES | 00957 7 |
| HOURS | .5 | 00957 6 |
| *EVALUATION | EACH STUDENT WILL DIAGRAM AND DESCRIBE WHAT HE OBSERVES. | 00957 18 |
| | CLASS DISCUSSION WILL LEAD TO APPLICATION OF THIS CONCEPT | 00957 19 |
| | TO THE EARTH. | 00957 20 |
| *FILE | EARTH SCI. EROSION DIFFERENTIAL | 00957 9 |

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| *OBJECTIVES | TO OBSERVE FORMATION OF FROST AND DEW. TO DESCRIBE THE | 00958 15 |
| | APPEARANCE OF SAME. | 00958 16 |
| *PREREQUISITE | BLANK | 00958 17 |
| *EXPERIENCE | HALF FILL A LARGE TIN CAN ≥LAREL REMOVED. WITH CRUSHED ICE | 00958 11 |
| | . POUR SALT OVER THE ICE ≥3 PARTS ICE TO 1 PART SALT.. | 00958 12 |
| | AND MIX THOROUGHLY. OBSERVE FORMATION OF DEW AND FROST. | 00958 13 |
| | OBSERVE FROST WITH A MAGNIFYING GLASS. | 00958 14 |
| *SETTING | LARGE GROUP COLLEGE | 00958 10 |
| *MATERIALS | CANS, ICE, SALT. | 00958 5 |
| *LEVEL | ALL GRADES | 00958 8 |
| *GENERAL | ALL CANDIDATES | 00958 7 |
| *HOURS | .5 | 00958 6 |
| *EVALUATION | HAVE EACH STUDENT WRITE A DESCRIPTION OF WHAT HE SEES, AND | 00958 18 |
| | HIS EXPLANATION. DISCUSS VARIOUS HYPOTHESES IN CLASS. | 00958 19 |
| *FILE | EARTH SCI. WEATHER DEW, FROST | 00958 9 |

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| *OBJECTIVES | TO OBSERVE DIFFERENTIAL SETTLING OF VARIOUS SIZE PARTICLES | 00959 17 |
| *PREREQUISITE | BLANK | 00959 18 |
| *EXPERIENCE | PREPARE A MIXTURE OF SMALL PEBBLES, SAND, DIRT AND CLAY. | 00959 11 |
| | PROVIDE EACH PAIR OF STUDENTS WITH A WIDE MOUTH BOTTLE AND | 00959 12 |
| | SEVERAL SPOONFULS OF THE MIXTURE. OBSERVE THE ARRANGEMENT | 00959 13 |
| | OF PARTICLES ≥PRACTICALLY NO SORTING.. FILL EACH BOTTLE | 00959 14 |

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| | WITH WATER AND SHAKE. NOW OBSERVE SETTLING ≥PLACE BOTTLES | 00959 | 15 |
| | ASIDE TO BE OBSERVED AT A LATER TIME.↑ | 00959 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 00959 | 10 |
| *MATERIALS | BOTTLES, PEBBLES, SAND, DIRT, CLAY, WATER. | 00959 | 5 |
| *LEVEL | ALL GRADES | 00959 | 8 |
| *GENERAL | ALL CANDIDATES | 00959 | 7 |
| *HOURS | .5 | 00959 | 6 |
| *EVALUATION | DIAGRAM AND INDIVIDUAL EXPLANATION OF WHAT HAPPENED. | 00959 | 19 |
| | DISCUSSION TO FOLLOW-UP THIS ACTIVITY: HOW IS IT RELATED | 00959 | 20 |
| | TO THE EARTH^ | 00959 | 21 |
| *FILE | EARTH SCI, SEDIMENTATION PARTICLE OBSERVATION | 00959 | 9 |

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| *OBJECTIVES | OBSERVE A SIMPLE DEMONSTRATION WHICH ILLUSTRATES THAT AIR | 00960 | 17 |
| | HAS WEIGHT. | 00960 | 18 |
| *PREREQUISITE | BLANK | 00960 | 19 |
| *EXPERIENCE | THIS EXPERIENCE WILL PROVIDE A GRAPHIC PROOF OF THE FACT | 00960 | 11 |
| | THAT AIR HAS WEIGHT. INFLATE TWO BALLOONS TO | 00960 | 12 |
| | APPROXIMATELY EQUAL SIZE. BALANCE THEM ON BOTH ENDS OF A | 00960 | 13 |
| | STABLE ROD WHICH IS SUSPENDED FROM THE CEILING. PRICK ONE | 00960 | 14 |
| | BALLOON. HAVE STUDENTS OBSERVE RESULTS, WRITE | 00960 | 15 |
| | EXPLANATIONS. DISCUSS SAME. | 00960 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 00960 | 10 |
| *MATERIALS | BALLOONS, STRING, ROD, SUPPORT | 00960 | 5 |
| *LEVEL | GRADES 1-4 | 00960 | 8 |
| *GENERAL | ALL CANDIDATES | 00960 | 7 |
| *HOURS | 15 | 00960 | 6 |
| *EVALUATION | A BRIEF WRITE-UP OF THE DEMONSTRATION, WITH THE STUDENTS | 00960 | 20 |
| | ANALYSIS OF WHY WHAT HAPPENED DID HAPPEN. | 00960 | 21 |
| *FILE | PHYS. SCI. AIR WEIGHT | 00960 | 9 |

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| *OBJECTIVES | TO OBSERVE WATER IN THREE PHASES TO DESCRIBE THE PROPER | 00961 | 17 |
| | TIES OF EACH PHASE. | 00961 | 18 |
| *PREREQUISITE | LESSON ON PROPERTIES | 00961 | 19 |
| *EXPERIENCE | STATES OF MATTER. FURNISH EACH PAIR OF STUDENTS WITH AN | 00961 | 11 |
| | ICE CUBE. STUDY THIS SOLID PHASE OF WATER. ≥WHAT ARE ITS | 00961 | 12 |
| | PROPERTIES^↑ MELT THE ICE. STUDY THE LIQUID PHASE | 00961 | 13 |
| | ≥PROPERTIES^↑ BOIL THE LIQUID. STUDY THE GASEOUS PHASE | 00961 | 14 |
| | ≥PROPERTIES^↑ THOUGHT QUESTION: WHAT WAS NEEDED TO CHANGE | 00961 | 15 |
| | SOLID TO LIQ., LIQ. TO GAS^ | 00961 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 00961 | 10 |
| *MATERIALS | ICE, BEAKERS, BUNSEN BURNERS | 00961 | 5 |
| *LEVEL | ALL GRADES | 00961 | 8 |
| *GENERAL | ALL CANDIDATES | 00961 | 7 |
| *HOURS | .5 | 00961 | 6 |
| *EVALUATION | A WRITTEN DESCRIPTION OF PROPERTIES WHICH DISTINGUISH THE | 00961 | 20 |
| | THREE PHASES OF WATER. | 00961 | 21 |
| *FILE | PHYSICAL SCI. STATES MATTER | 00961 | 9 |

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| *OBJECTIVES | TO ACQUAINT STUDENTS WITH AN EXCELLENT SOURCE FILM TO | 00962 | 13 |
| | BECOME FAMILIAR WITH SUCH ASPECTS OF THE SUN AS | 00962 | 14 |
| | COMPOSITION, ENERGY, RADIATION AND STORMS. | 00962 | 15 |
| *PREREQUISITE | BLANK | 00962 | 16 |
| *EXPERIENCE | VIEW OUR MR, SUN ≥BELL TELEPHONE SYSTEM, 1956. 60 MIN., | 00962 | 11 |
| | COLOR↑ | 00962 | 12 |
| *SETTING | LARGE GROUP COLLEGE | 00962 | 10 |
| *MATERIALS | FILM, PROJECTOR | 00962 | 5 |
| *LEVEL | ALL GRADES | 00962 | 8 |
| *GENERAL | ALL CANDIDATES | 00962 | 7 |

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|---|---|---|
| *HOURS | 1 | 00962 6 |
| *EVALUATION | A WRITTEN SUMMARY OF THE FILM. | 00962 17 |
| *FILE | SOLAR SYST. SUN FILM | 00962 9 |

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| *OBJECTIVES | TO ACQUAINT STUDENTS WITH AN EXCELLENT SOURCE FILM TO BECOME FAMILIAR WITH WEATHER ELEMENTS, PRESSURE AREAS, AIR MASSES, FRONTS, STORMS. | 00963 13<br>00963 14<br>00963 15<br>00963 16 |
| *PREREQUISITE | BLANK | |
| *EXPERIENCE | VIEW THE UNCHAINED GODDESS ≥BELL TELEPHONE SYSTEM, 1957 ≥40 MIN.,, COLOR↑↑ | 00963 11<br>00963 12 |
| *SETTING | LARGE GROUP COLLEGE | 00963 10 |
| *MATERIALS | FILM, PROJECTOR | 00963 5 |
| *LEVEL | ALL GRADES | 00963 8 |
| *GENERAL | ALL CANDIDATES | 00963 7 |
| *HOURS | 45 | 00963 6 |
| *EVALUATION | EACH STUDENT WILL COMPOSE 5 QUESTIONS WHILE VIEWING THE FILM. A FOLLOW-UP DISCUSSION PERIOD WILL CONSIST OF QUESTION-ANSWER PERIOD USING THESE QUESTIONS. | 00963 17<br>00963 18<br>00963 19 |
| *FILE | EARTH SCI. WEATHER FILM | 00963 9 |

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| *OBJECTIVES | TO SEE THE EFFECT OF REMOVAL OF MATERIAL VS. ADDITION OF MATERIAL RE THE WOODEN BLOCKS AND LEVEL OF SUBMERGENCE. TO APPLY THIS CONCEPT TO THAT OF ISOSTASY ON THE EARTH. | 00964 19<br>00964 20<br>00964 21<br>00964 22 |
| *PREREQUISITE | BLANK | |
| *EXPERIENCE | PLACE TWO BLOCKS OF WOOD OF EQUAL SIZE IN THE AQUARIUM. POUR ABOUT 500 GRAMS OF SOIL ONTO EACH BLOCK. NOTE EQUAL SUBMERGENCE OF THE BLOCKS. NOW TRANSFER SOIL, IN 100 GRAM AMOUNTS, FROM ONE BLOCK TO THE OTHER. NOTE THAT ONE BLOCK SINKS↓ OTHER RISES. LEAD A DISCUSSION OF HOW THIS DEMONSTRATION MIGHT APPLY TO THE EARTH ≥ACCUMULATION OF SILT LEADS TO SINKING OF OCEAN FLOOR, RISING OF ADJACENT LAND MASSES.↑ | 00964 11<br>00964 12<br>00964 13<br>00964 14<br>00964 15<br>00964 16<br>00964 17<br>00964 18 |
| *SETTING | LARGE GROUP COLLEGE | 00964 10 |
| *MATERIALS | AQUARIUM, BLOCKS OF WOOD, SOIL | 00964 5 |
| *LEVEL | BLANK | 00964 8 |
| *GENERAL | ALL CANDIDATES | 00964 7 |
| *HOURS | .5 | 00964 6 |
| *EVALUATION | EACH STUDENT WILL DRAW AND LABEL WHAT HE OBSERVES HAPPENING TO THE BLOCKS IN THE TANK. CLASS DISCUSSION. | 00964 23<br>00964 24 |
| *FILE | EARTH SCI. ISOSTASY | 00964 9 |

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| *OBJECTIVES | TO OBSERVE STRATIFICATION. TO OBSERVE THE WORK OF EROSIONAL AGENTS. | 00965 14<br>00965 15 |
| *PREREQUISITE | PREVIOUS WORK WITH EROSION. | 00965 16 |
| *EXPERIENCE | VIEW THE FILM IN THE BEGINNING ≥MODERN TALKING PICTURES. 1954 ≥28 MIN. COLOR.↑ THIS FILM IS A BEAUTIFUL STORY OF THE GRAND CANYON. | 00965 11<br>00965 12<br>00965 13 |
| *SETTING | LARGE GROUP COLLEGE | 00965 10 |
| *MATERIALS | BLANK | 00965 5 |
| *LEVEL | ALL GRADES | 00965 8 |
| *GENERAL | ALL CANDIDATES | 00965 7 |
| *HOURS | .5 | 00965 6 |
| *EVALUATION | WRITE A BRIEF HISTORY OF THE FORMATION OF THE GRAND CANYON. | 00965 17<br>00965 18 |
| *FILE | EARTH SCI. EROSION GRAND CANYON | 00965 9 |

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| *OBJECTIVES | TO EMPHASIZE THE VALUE ≥AND ULTIMATE SUCCESS↑ OF | 00992 18 |

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|---|---|---|---|
| | MOTIVATION IN THE TEACHING OF SCIENCE. | 00992 | 19 |
| *PREREQUISITE | KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT, KNOWLEDGE OF | 00992 | 20 |
| | BASIC PHYSICAL AND BIOLOGICAL SCIENCES. | 00992 | 21 |
| *EXPERIENCE | SCIENCE EDUCATION AND MOTIVATION A SERIES OF STUDENT- | 00992 | 11 |
| | CREATED VIGNETTES OF 3-5 MINUTES DEPICTING REALISTIC ROLE | 00992 | 12 |
| | PLAYING OF DESIRABLE SITUATIONS OF INCENTIVE AND | 00992 | 13 |
| | MOTIVATION IN SCIENCE TEACHING. EXAMPLES OF ACTUAL | 00992 | 14 |
| | TEACHING SITUATION COULD BE SUPPLEMENTAL, DISCUSSION AND | 00992 | 15 |
| | PROBLEM SITUATIONS WILL END THE SESSION. ATTENTION TO | 00992 | 16 |
| | COGNITIVE AND AFFECT DOMAINES. | 00992 | 17 |
| *SETTING | LARGE GROUP COLLEGE | 00992 | 10 |
| *MATERIALS | BLANK | 00992 | 5 |
| *LEVEL | ALL GRADES | 00992 | 8 |
| *GENERAL | ALL CANDIDATES | 00992 | 7 |
| *HOURS | 1 1/2 | 00992 | 6 |
| $EVALUATION | REACTION TO VIGNETTES LATER OBSERVATION OF PERFORMANCE IN | 00992 | 22 |
| | MICRO-CELL TEACHING. | 00992 | 23 |
| *FILE | SCI-PK PHIL + PRO MOTIVE | 00992 | 9 |

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| *OBJECTIVES | ORIENTATION TO FIELD OF SCIENCE EDUCATION. | 00993 | 15 |
| *PREREQUISITE | INTERESTED IN TEACHING CHILDREN AT THE ELEMENTARY GRADE | 00993 | 16 |
| | LEVELS. | 00993 | 17 |
| *EXPERIENCE | SCIENCE EDUCATION: NOW AND THEN. ILLUSTRATED LECTURE | 00993 | 11 |
| | DISCUSSION OF HISTORY AND PHILOSOPHY OF SCIENCE EDUCATION: | 00993 | 12 |
| | PESTALOZZI TO PIAGET: OBJECT TEACHING TO PROCESS, THE | 00993 | 13 |
| | PHONECIAN COMPASS TO ORBITING SATELLITES. | 00993 | 14 |
| *SETTING | LARGE GROUP COLLEGE | 00993 | 10 |
| *MATERIALS | ILLUSTRATIVE SLIDES FILM OR VIDEO TAPE WITH HISTORICAL | 00993 | 5 |
| | HIGHLIGHTS - 15 TO 30 | 00993 | |
| *LEVEL | ALL GRADES | 00993 | 8 |
| *GENERAL | ALL CANDIDATES | 00993 | 7 |
| *HOURS | 1 1/2 | 00993 | 6 |
| *EVALUATION | MOST OF COURSE WORK IS KEYED TO ORIENTATION SO ALL | 00993 | 18 |
| | EVALUATION WILL RELATE BACK TO THIS MODULE. CAN THE | 00993 | 19 |
| | INSTRUCTOR HOLD AND ADD TO ORIGINAL INTEREST. | 00993 | 20 |
| *FILE | SCI-PK PHIL + PRO ORIENT | 00993 | 9 |

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|---|---|---|---|
| *OBJECTIVES | CONSTANT REEVALUATION OF LEARNING PROCESS DICTATES OPEN- | 00994 | 14 |
| | MINDED APPROACH TO LEARNING BY TEACHER AND PUPILS. | 00994 | 15 |
| *PREREQUISITE | CONTRASTING PHILOSOPHIES IN SCIENCE EDUCATION - | 00994 | 16 |
| | INTERRELATIONSHIP OF TOTAL ELEMENTARY SCHOOL CURRICULUM | 00994 | 17 |
| | EFFORTS | 00994 | 18 |
| *EXPERIENCE | PIAGET AND SCIENCE EDUCATION - LECTURE - DISCUSSION BY | 00994 | 11 |
| | PSYCHOLOGIST AND SCIENCE EDUCATOR - ON CHALLANGE OF PIAGET | 00994 | 12 |
| | TO FIELD. | 00994 | 13 |
| *SETTING | LARGE GROUP COLLEGE | 00994 | 10 |
| *MATERIALS | BLANK | 00994 | 5 |
| *LEVEL | ALL GRADES | 00994 | 8 |
| *GENERAL | ALL CANDIDATES | 00994 | 7 |
| *HOURS | 1 1/2 | 00994 | 6 |
| *EVALUATION | IDENTIFY HOW IMPLEMENTATION OF PIAGET PHILOSOPHY WOULD | 00994 | 19 |
| | CHALLENGE PROGRAM OF: PRE-OPERATION, CONCRETE OPERATIONAL | 00994 | 20 |
| | FORMAL OPERATIONS | 00994 | 21 |
| *FILE | SCI-PK PHIL + PSYCH PIAGET | 00994 | 9 |

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|---|---|---|---|
| *OBJECTIVES | RECOGNIZING THE MAJOR CHANGE FACING SCIENCE EDUCATION IN A | 00995 | 14 |
| | DEVELOPING SCIENCE PROGRAM | 00995 | 15 |
| *PREREQUISITE | GOALS AND OBJECTIVES OF THE SCIENCE PROGRAM - SPECIFIED | 00995 | 16 |

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| | ASSIGNMENT | 00995 | 17 |
| *EXPERIENCE | CHANGES IN SOCIETY AND THE SCIENCE PROGRAM ASSIGN CHPT 3 | 00995 | 11 |
| | (POPULATION TRENDS( SUBSEQUENT DISCUSSION IN SMALL GROUPS | 00995 | 12 |
| | WITH ACCOMPANYING CHARTS, ETC. | 00995 | 13 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS+ COLLEGE | 00995 | 10 |
| *MATERIALS | COPIES OF PROSPECTIVE CHANGES IN SOCIETY BY 1980 DESIGNING | 00995 | 5 |
| | EDUC FOR FUTURE DENVER 1966 | 00995 | |
| *LEVEL | ALL GRADES | 00995 | 8 |
| *GENERAL | ALL CANDIDATES | 00995 | 7 |
| *HOURS | 1 | 00995 | 6 |
| *EVALUATION | ASSESS RECOGNITION OF ANTICIPATED CHANGE ≥15 YRS+ OF, | 00995 | 18 |
| | URBAN VS RURAL - SMALL VS LARGE SCHOOLS - EDUC NEEDS OF | 00995 | 19 |
| | EXPANDED POPULATION .... AND THE SCIENCE PROGRAMS. | 00995 | 20 |
| *FILE | SCI-PK PHIL + PRO SOCIETAL CHANGE | 00995 | 9 |

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|---|---|---|---|
| *OBJECTIVES | ACQUAINT ELEM. SPECIALIST WITH THE PRESENT SECONDARY | 00996 | 17 |
| | SCIENCE PROGRAM ≥AND PROBLEMS+ | 00996 | 18 |
| *PREREQUISITE | CONVERSENT WITH ELEMENTARY SCIENCE PROGRAMS. AWARE OF | 00996 | 19 |
| | PAST ISOLATED TRACK OF TWO SCIENCE GROUPS | 00996 | 20 |
| *EXPERIENCE | SECUNDARY SCHOOL INFLJENCES IN ELEMENTARY SCHOOL SCIENCE | 00996 | 11 |
| | REPR OF SCIENCE EDUCATION. SECONDARY SCHOOL PROGRAM | 00996 | 12 |
| | PARTICIPANT. K-12 SCIENCE SUPERVISION. ILLUSTRATED | 00996 | 13 |
| | DISCUSSION OF DESIRED K-12 PROGRAM IN SCIENCE AND CURRENT | 00996 | 14 |
| | EXPERMENTATION AND PROGRAMS AT SECONDARY LEVEL WHICH HAVE | 00996 | 15 |
| | IMPLICATIONS FOR ELEMENTARY. | 00996 | 16 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS+ COLLEGE | 00996 | 10 |
| *MATERIALS | OVERLAYS - NSF AND JSOE MATERIALS - REPR HAND OUT SAMPLES | 00996 | 5 |
| *LEVEL | ALL GRADES | 00996 | 8 |
| *GENERAL | SPECIALIST | 00996 | 7 |
| *HOURS | 1 1/2 | 00996 | 6 |
| *EVALUATION | RELATIONSHIPS GAINED. RECOGNITION OF NEED FOR COOPERATIVE | 00996 | 21 |
| | EFFORT. SENSE OF POSSIBLE PROBLEMS PARALLELL TO SECONDARY | 00996 | 22 |
| *FILE | SCI-PK PHIL + PRO SEC CURV ≥S+ | 00996 | 9 |

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|---|---|---|---|
| *OBJECTIVES | BACKGROUND INFORMATION AND INSIGHT INTO THE FIELD OF | 00997 | 18 |
| | PROFESSIONAL ORGANIZATION IN SCIENCE AND THE | 00997 | 19 |
| | RESPONSIBILITY OF THE INDIVIDUAL TEACHER IN DECIDING HIS | 00997 | 20 |
| | OR HER FUTURE RATE | 00997 | 21 |
| *PREREQUISITE | AWARENESS THAT RESPONSIBILITY FOR TEACHING COMPETENCIES | 00997 | 22 |
| | REST UPON TEACHERS. SCIENCE DEMANDS CONSTANT UPDATING TO | 00997 | 23 |
| | BE TAUGHT MEANINGFULLY | 00997 | 24 |
| *EXPERIENCE | PROFESSIONAL ORGANIZATION AND THE TEACHER OF SCIENCE | 00997 | 11 |
| | ORIENTATION TO SCIENCE ORGANIZATION AT VARIOUS LEVELS. | 00997 | 12 |
| | IDENTIFICATION OF THEIR SERVICES, INFLUENCE ETC. REVIEW | 00997 | 13 |
| | SOME TYPICAL PROBLEMS OF THE FIELD CURRENTLY BEING STUDIED | 00997 | 14 |
| | OR APPROACH THRU THE AID OR ENDORSEMENT OF REPRESENTATIVE | 00997 | 15 |
| | GROUPS. POSE CONCERN FOR TEACHERS AND THEIR NEED TO BE | 00997 | 16 |
| | CURRENT IN ALL PHASES OF SCIENCE EDUCATION - NOW+ | 00997 | 17 |
| *SETTING | LARGE GROUP COLLEGE | 00997 | 10 |
| *MATERIALS | OVERHEAD TRANSPARENCIES OF SOME TYPICAL PERIODICALS HAND | 00997 | 5 |
| | OUT MATERIALS WITH DEBATS ON ORGANIZATION | 00997 | |
| *LEVEL | ALL GRADES | 00997 | 8 |
| *GENERAL | ALL CANDIDATES | 00997 | 7 |
| *HOURS | 1 1/2 | 00997 | 6 |
| EVALUATION | STUDENT SHOULD BE ABLE TO IDENTIFY COMMON ORGANIZATION, | 00997 | 24 |
| | THEIR SERVICES, PERIODICALS, ETC. | 00997 | 25 |
| *FILE | SCI-PK PHIL + PRO PRO, ORG. | 00997 | 9 |

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|---|---|---|---|
| *OBJECTIVES | ROLE OF PRIME OBSERVER IN GATHERING ACCURATE DATA | 00998 | 23 |
| | PROCESS OF THOUGHT IN MAKING GROUPING DECISIONS | 00998 | 24 |
| *PREREQUISITE | NECESSITY OF THOUGHT PROCESS. AWARENESS TO SCIENCE | 00998 | 25 |
| | OBJECTIVES | 00998 | 26 |
| *EXPERIENCE | THE THOUGHT PROCESS IN DECIDION MAKING FOR SCIENCE 1. 3 | 00998 | 11 |
| | OF SPECIALISTS INVOLVED IN MODULE. USE OF SPECIALIZED | 00998 | 12 |
| | OPTICAL INSTRUMENTS FOR SCIENCE ARE GIVEN FLASH EQUIPED | 00998 | 13 |
| | POLAROID CAMERAS WITH COLOR FILM TO [SHOOT[ 12 TREES. | 00998 | 14 |
| | THE TREES ARE LOCATED BY A NUMBERED MAP. EACH CAMERAMAN | 00998 | 15 |
| | EXPOSES THREE IMAGES OF EACH OF THE FOUR TREES ASSIGNED | 00998 | 16 |
| | TO EACH. 2. THE ASSIGNMENT IS TO COMPOSE PHOTOS TO MOST | 00998 | 17 |
| | ACCURATELY PORTRAY THEM TO A VIEWER OF PHOTO AS TO SIZE. | 00998 | 18 |
| | LOCATION, POSITION TO OTHERS, ETC. 3. PHOTOS ARE | 00998 | 19 |
| | DUPLICATED IN SETS, NUMBERED AND DISTRIBUTED TO SMALL | 00998 | 20 |
| | EXAMINATION GROUPS. 4. GROUPS ARE TO CLASSIFY TREES INTO | 00998 | 21 |
| | GROUPS OF SIZE, LOCATION, POSITION IN COMMUNITY ETC. | 00998 | 22 |
| *SETTING | LARGE GROUP COLLEGE | 00998 | 10 |
| *MATERIALS | BLANK | 00998 | 5 |
| *LEVEL | ALL GRADES | 00998 | 8 |
| *GENERAL | ALL CANDIDATES | 00998 | 7 |
| *HOURS | 1 1/2 | 00998 | 6 |
| *EVALUATION | SKILL IN ARRIVING AT EVENTUAL GROUPINGS. SUBJECT | 00998 | 27 |
| | OBSERVATION OF INDIVIDUAL STUDENT RECOGNITION OF | 00998 | 28 |
| | IMPORTANCE OF MODULE OBJECTIVES | 00998 | 29 |
| *FILE | SCI-PK PHIL + PRO DECISION | 00998 | 9 |

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| *OBJECTIVES | TO LOCALIZE THE PROCESS OF PLANNING TO SCIENCE INSTRUCTION | 00999 | 17 |
| *PREREQUISITE | OVERALL UNDERSTANDING OF NEED FOR TEACHER-LEADERSHIP TO | 00999 | 18 |
| | PLAN. SOME OBSERVATION + PLANNING WITH PUPILS | 00999 | 19 |
| EXPERIENCE | HOW TO PLAN THE SCIENCE TEACHING-LEARNING EXPERIENCE TO | 00999 | 11 |
| | ESTABLISH BASIC APPROACHES TO SCIENCE INSTRUCTION | 00999 | 12 |
| | REGARDLESS OF CURRICULAR MODE OF PROJECT-TRADITIONAL OR | 00999 | 13 |
| | EXPERIMENTAL. RESOURCE-PLANNING UNIT AND PROJECTS | 00999 | 14 |
| | TEACHING-PLANNING PROJECT UNITS PERIOD OR INDIVIDUAL | 00999 | 15 |
| | PROJECT PLANNING | 00999 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 00999 | 10 |
| *MATERIALS | REPRESENTATIVE FORMS OF TYPES, LOCAL SCHOOL NEEDS IN FORM | 00999 | 5 |
| | OF PLANNING ASSISTANCE | 00999 | |
| *GENERAL | ALL CANDIDATES | 00999 | 7 |
| *LEVEL | ALL GRADES | 00999 | 8 |
| *HOURS | 1 1/2 | 00999 | 6 |
| *EVALUATION | PRODUCTION OF SOME SAMPLE PLAN, VOLUNTEER ASSISTANCE FOR | 00999 | 20 |
| | LOCAL PLANNING-AND THE RESULTS | 00999 | 21 |
| *FILE | SCI-PK INST PLANNING | 00999 | 9 |

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| *OBJECTIVES | EXPERIENCE IN PRESENTING SCIENCE CONCEPTS AND PROCESS | 01000 | 17 |
| | SKILLS TO A TO A PEER GROUP ORIENTED TO PROBLEMS OF YOUTH | 01000 | 18 |
| *PREREQUISITE | AWARENESS OF VARIOUS LEARNING THEORIES FAMILIARITY WITH | 01000 | 19 |
| | CURRICULAR APPROACHES OF TEACHING PROJECTS, SCIS, AHAS, | 01000 | 20 |
| | ESS, ETC. | 01000 | 21 |
| *EXPERIENCE | MICRO-CELL TEACHING IN SCIENCE 2X. DEVELOPING INDIVIDUAL | 01000 | 11 |
| | COMPETENCY IN SELECTED AREAS OF ELEMENTARY SCIENCE. | 01000 | 12 |
| | EACH MEMBER OF GROUP WILL PRESENT SHORT TEACHING CELL OR | 01000 | 13 |
| | UNIT WITH STATED COMPETENCY, CHILD LEVEL, VOCABULARY ETC. | 01000 | 14 |
| | VIDEO TAPING OPTIONAL, BUT COULD BE UTILIZED IN SELECTED | 01000 | 15 |
| | EVALUATION SESSIONS WITH ELEMENTARY PUPIL GROUPS. | 01000 | 16 |
| *SETTING | SMALL GROUP 2-12 STUDENTS, COLLEGE | 01000 | 10 |
| *MATERIALS | TEACHERS EQUIPMENT, VIDEO TAPING EQUIPMENT | 01000 | 5 |
| *LEVEL | BLANK | 01000 | 8 |

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| *GENERAL | ALL CANDIDATES | 01000 7 |
| *HOURS | 10 | 01000 6 |
| *EVALUATION | SELF-EVALUATION OF TEACHER HERSELF. GROUP REACTION | 01000 22 |
| | ELEM. CHILDREN GROUP REACTION AT VIDEO TAPE ≥SEE Y+ | 01000 23 |
| *FILE | SCI-PK INST MC-REACTION ≥X+ | 01000 9 |

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| *OBJECTIVES | STUDENT TO RECEIVE AUDITORY AND VISUAL EVALUATION OF | 01001 17 |
| | STUDENTS FROM A VISJAL AND AUDITORY PRESENTATION | 01001 18 |
| | SYNCHRONIZED TO DEMONSTRATE INSTANT REACTION TO EACH | 01001 19 |
| | TEACHING STIMULUS. | 01001 20 |
| *PREREQUISITE | COGNISANCE OF PROCESS SKILLS BASIC UNDERSTANDING OF | 01001 21 |
| | SCIENCE CONCEPTS APPROPRIATE FOR BROAD INTEREST AND | 01001 22 |
| | AGE GROUPS. | 01001 23 |
| *EXPERIENCE | MICRO-CELL TEACHING IN SCIENCE ≥Y, ELEMENTARY SCHOOL | 01001 11 |
| | CHILDRENS REACTIONS TO START TEACHING CELL OR UNIT AT | 01001 12 |
| | INDIVIDUAL SMALL GROUP MEMBERS ≥X+ VIDEO TAPING AT CHILD | 01001 13 |
| | ≥S+ REACTION TO ORIGINAL CELL TAPING. LATER | 01001 14 |
| | SUPERINPOSITION ≥SPLIT-SCREEN+ AT RESPONSE OF CHILDREN AND | 01001 15 |
| | TEACHING TAPE FOR SMALL GROUP≤S REACTION AND EVALUATION. | 01001 16 |
| *SETTING | INDEPENDENT COLLEGE | 01001 10 |
| *MATERIALS | VIDEO-TAPING, SPLIT-SCREEN EQUIPMENT FOR THIRD TAPE | 01001 5 |
| *LEVEL | ALL GRADES | 01001 8 |
| *GENERAL | ALL CANDIDATES | 01001 7 |
| *HOURS | 2 | 01001 6 |
| *EVALUATION | INDIVIDUAL REACTION/BOTH GROUPS REACTION TO SESSIONS | 01001 24 |
| *FILE | SCI-PK INST MC-REACTION Y | 01001 9 |

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| *OBJECTIVES | TO INVOLVE STUDENT IN A SYSTOMATIC DEVELOPMENT AT A | 01002 15 |
| | HYPOTHESIS | 01002 16 |
| *PREREQUISITE | RECOGNITION OF NEED FOR UNDERSTANDING THOUGHT PROCESSES | 01002 17 |
| | MEANINGFUL SCIENCE INSTRUCTION IS INDIVUALLY ORIENTATED | 01002 18 |
| *EXPERIENCE | GATHERING DATA TO FORM MEANINGFUL HYPROTHESIS | 01002 11 |
| | PUPIL-CENTERED PROBLEM INVOLNING TASTE SENSATION ≥OR | 01002 12 |
| | ABSENCE+. MEANS OF EXPLAINING INCLUDE GATHERING DATA AND | 01002 13 |
| | INTERPRETATION. | 01002 14 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS+ COLLEGE | 01002 10 |
| *MATERIALS | PTC STRIPS ~PHENYLTHIOCARBOMIDE+ AAAS (TASTERS + | 01002 5 |
| | NONTASTERS( HYPOSTHESIS PART 6 | 01002 |
| *LEVEL | ALL GRADES | 01002 8 |
| *GENERAL | ALL CANDIDATES | 01002 7 |
| *HOURS | 1 1/2 | 01002 6 |
| *EVALUATION | CAN A HYPOTHESIS BE FORMULATED SUCESSFULLY^ CAN DATA | 01002 19 |
| | GATHERED BE INTERPRETED MEANINFULLY FOR SETS OF HUMAN | 01002 20 |
| | CHARACTERISTICS^ | 01002 21 |
| *FILE | SCI-PK INST HYPOTHESIS AAAS | 01002 9 |

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| *OBJECTIVES | POWER OF SUGGESTION IN WORKING WITH CHILDREN IN SCIENCE | 01003 19 |
| | EDUCATION. | 01003 20 |
| *PREREQUISITE | SOME INTRODUCTORY EXERCISES IN THIS COURSE KNOWLEDGE OF | 01003 21 |
| | BASIC SCIENCE ≥MOLECULAR DISPERSION+ | 01003 22 |
| *EXPERIENCE | SCIENCE AND THE SENSES 1? DEMONSTRATION TABLE WITH SMALL | 01003 11 |
| | ELECTRIC FAN FACING GROUP 2. IDENTIFY CONTENT AT OPEN | 01003 12 |
| | DISH AS CHEAP PERFUME, PLANCE FRONT OF FAN. TO RAISE | 01003 13 |
| | HANDS WHEN AROMA REACHES INDIVIDUAL 3. AFTER APPROPRIATE | 01003 14 |
| | TIME ≥MOST HANDS IN FRONT SECTIONS Up+ REPEAT WITH BLACK | 01003 15 |
| | BOX EMITTING INCREASE SMOKE 4. AGAIN AWAIT REACTION, | 01003 16 |
| | THEN SUBSTITUTE BOX CONTAINING ODORLESS GAS VISIBLY | 01003 17 |
| | ≥CO2 IN ≤20+ 5. AWAIT SHOW OF HANDS | 01003 18 |

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| *SETTING | LARGE GROUP COLLEGE | 01003 | 10 |
| *MATERIALS | MATERIALS LISTED | 01003 | 5 |
| *LEVEL | ALL GRADES | 01003 | 8 |
| *GENERAL | ALL CANDIDATES | 01003 | 7 |
| *HOURS | 1/2 | 01003 | 6 |
| *EVALUATION | RECOGNIZING WHY MANY RAISE THEIR HANDS TO THE ODORLESS GAS | 01003 | 23 |
| *FILE | SCI-PK INST SUGGESTION | 01003 | 9 |

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| *OBJECTIVES | DEVELOP CONFIDENCE AND COMPETENCE IN ELECTRICAL THEORY | 01004 | 20 |
| | AND PRACTICES - ALSO SERVICE TO INNER CITY ≥THEORY + | 01004 | 21 |
| | IMPLEMENTATION↑ | 01004 | 22 |
| *PREREQUISITE | DEVELOPING NEED FOR UNDERSTANDING LEARING PRACTICES IN | 01004 | 23 |
| | ELECTRICAL PROJECTS AND UNITS | 01004 | 24 |
| *EXPERIENCE | UNDERSTANDING AND CONFIDENCE IN WORKING WITH SIMPLE | 01004 | 11 |
| | ELECTRICAL CIRCUITS BECOMING FAMILIAR WITH ELECTRICAL | 01004 | 12 |
| | TOOLS ≥SOLDERING IRON, PLIERS ETC↑ BY ASSEMBLING ASSORTED | 01004 | 13 |
| | KITS ≥BATTERY ELIMINATOR, ELECTRICAL BOARDS, TESTING | 01004 | 14 |
| | BENCHES ETS↑ ON A REPLACEMENT BASIS WITH INNER CITY | 01004 | 15 |
| | SCHOOLS ≥AND OTHERS WHO QUALIFY↑. SCHOOL PROVIDES FUNDS | 01004 | 16 |
| | KIT↓ STUDENT ASSEMBLES↓ VISITS SCHOOL AND DEMONSTRATES | 01004 | 17 |
| | SOME OF USES. ADVANCED STUDENTS COULD (UP TO( | 01004 | 18 |
| | OSCILLOSCOPES, | 01004 | 19 |
| *SETTING | INDEPENDENT COLLEGE | 01004 | 10 |
| *MATERIALS | PACKAGED KITS DESCRIBED AVOBE | 01004 | 5 |
| *LEVEL | GRADES 1-4 OPTIONAL GRADES 5-8 | 01004 | 8 |
| *GENERAL | ALL CANDIDATES | 01004 | 7 |
| *HOURS | 4-12 | 01004 | 6 |
| *EVALUATION | PERSONAL GROWTH AND DEVELOPMENT DEMONSTRATED SKILLS AND | 01004 | 25 |
| | UNDERSTANDINGS | 01004 | 26 |
| *FILE | SCI-PK INST CONST-DEXT | 01004 | 9 |

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| *OBJECTIVES | -PLACE OF MACHINES IN INDIVIDUALIZING SCIENCE TEACHING | 01005 | 16 |
| | -UNDERSTANDING OF BASIC SIMPLICITY AF AUTO-TUBOVIAL | 01005 | 17 |
| | MECHANIZATION | 01005 | 18 |
| *PREREQUISITE | -OBJECTIVES OF SCIENCE-EDUC-PROGRAM -NEED TO | 01005 | 19 |
| | INDIVIDUALIZE INSTRJCTION | 01005 | 20 |
| *EXPERIENCE | TEACHING MACHINES AND THE SCIENCE PROGRAM -TO AQUAINT THE | 01005 | 11 |
| | STUDENT WITH AN OPERATING ORIANTATION TO A WIDE RANGE OF | 01005 | 12 |
| | TEACHING MACHINES, INCLUDING THE AUTO-TUBOVIAL | 01005 | 13 |
| | ARRANGEMENTS ≥AND WORKINGS↑ -TO GAIN INSIGHT INTO PURPOSE | 01005 | 14 |
| | AT SUCH AIDS AND FIT TO INDIVIDUALIZED PROGRAMS | 01005 | 15 |
| *SETTING | BLANK | 01005 | 10 |
| *MATERIALS | -RANGE AT MACHINES FROM SIMPLE CARD BOOND TO SOPHISTICATED | 01005 | 5 |
| | ELECTRONIC PROGRAMS -PROGRAM FOR AUTOTUBOVIAL WITH MEMORY | 01005 | |
| | + RESPONSE DONOR | 01005 | |
| *LEVEL | ALL GRADES | 01005 | 8 |
| *GENERAL | ALL CANDIDATES | 01005 | 7 |
| *HOURS | 1 | 01005 | 6 |
| *EVALUATION | SUBJECTIVE PERFORMANCE AND SKILLS DEVELOPMENT IN USE OF | 01005 | 21 |
| | MACHINES | 01005 | 22 |
| *FILE | SCI-PK INST AT-TCHG MACH | 01005 | 9 |

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| *OBJECTIVES | PROVIDE STUDENT WITH INDIVIDUAL PUPIL IN AN (INTIMATE( | 01006 | 17 |
| | TEACHING SITUATION ESPECIALLY APPEALING TO THOSE | 01006 | 18 |
| | INTERESTED IN EXRER. INNERCITY RELE | 01006 | 19 |
| *PREREQUISITE | -KNOWLEDGEABLE IN CHILD GROWTH + DEVELOPMENT - | 01006 | 20 |
| | SUME CONTACT ≥EVEN OBSERVATION↑ OF CHILDREN, ESP-3-6 LEVEL | 01006 | 21 |
| | -RECOGNIZES | 01006 | 22 |

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| *EXPERIENCE | MICRO-CELL TEACHING EXPERIENCES IN PUPIL NUMBER ESTIMATION | 01006 | 11 |
| | 5 PAIRED GROUPS ≥ONE STUDENT. ONE ELEMENTARY PUPIL↑ -EACH | 01006 | 12 |
| | STUDENT WILL TEACH EACH PUPIL ≥OR EXPLORE WITH↑ FOR APPX | 01006 | 13 |
| | 1/2 HOUR. BOTH WILL REPLAY VIDEO TAPE, COMPLETING | 01006 | 14 |
| | NECESSARY GRAPHS ETC SUMURATION COMMENTS OF CHILD TO BE | 01006 | 15 |
| | RECORDED BY STUDENT ≥A AUDEO-TAPE RECORDER WOULD BE IDEAL↑ | 01006 | 16 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 01006 | 10 |
| *MATERIALS | VIDEO TAPE CAMERA AND PLAYBACK ESS PEAS AND RONTECKES UNIT | 01006 | 5 |
| | UNIT ≥MCGRAW - HILL↑ MATERIALS REQUIRED | 01006 | |
| *LEVEL | ALL GRADES | 01006 | 8 |
| *GENERAL | ALL CANDIDATES | 01006 | 7 |
| *HOURS | 1 1/2 | 01006 | 6 |
| *EVALUATION | -REACTION OF STUDENT TO REACTION OF PUPIL BOTH ORIGINALLY | 01006 | 23 |
| | AND AFTER VIEWING THE VIDEO-TAPE. | 01006 | 24 |
| *FILE | SCI-PK INST ≥1C↑ MC-ESS PROCESS | 01006 | 9 |

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| *OBJECTIVES | -VALUES ≥AND JOYS↑ OF LONG TERM PUPIL INVOLVEMENT. | 01007 | 16 |
| | RESEARCH AND POSITIVE BEHAVIORAL CHANGES -EXPOSURE TO AAAS | 01007 | 17 |
| | PROCESS APPROACH | 01007 | 18 |
| | -INFLUENCE OF RESPONSIBLE, LONG TERM ACTIVITY - | 01007 | 20 |
| *PREREQUISITE | -GROWTH + DEVELOPMENT PATTERNS OF YOUTH -INFLUENCE OF | 01007 | 21 |
| | RESPONSIBLE, LONG TERM ACTIVITY -SOME AWARNESS OF | 01007 | 22 |
| | OBJECTIVES OF AAAS PROGRAM | 01007 | 23 |
| *EXPERIENCE | PIGS, MAZES AND LEARNING -ENCOURAGE ELEMENTARY | 01007 | 11 |
| | EXPERIMENTAL (COMMITTEE( TO DESCRIBE, SHOW LOOPS, RUN PIG | 01007 | 12 |
| | THROUGH MAZE, DISCUSS FOOD, MOTIVATION ETC. -DEVELOP THE | 01007 | 13 |
| | MOTIVATION FOR THE STUDY AS WELL AS THE ACTUAL ACTIVITY | 01007 | 14 |
| | AND ITS RESULTS | 01007 | 15 |
| *SETTING | LARGE GROUP COLLEGE | 01007 | 10 |
| *MATERIALS | -SUCCESSFUL GROUP OF (EXPERIMENTERS( WITH PERHAPS TEACHER | 01007 | 5 |
| | + INTEON (CONSULTANT -GUINEA PIGS AND EXPERIMENTAL MAZE | 01007 | |
| | -CHARTS -2 OR 3 8MM FILM LOOPS AT VARIOUS STAGES OF | 01007 | |
| | ACTIVITY | 01007 | |
| *LEVEL | GRADES 5-8 | 01007 | 8 |
| *GENERAL | ALL CANDIDATES | 01007 | 7 |
| *HOURS | 1 1/2 | 01007 | 6 |
| *EVALUATION | WHAT QUESTION DO STJDENTS RAISE WITH PUPILS^ THE INTERN OR | 01007 | 24 |
| | TEACHER^ WHAT ELSE COJLD BE EXTRACTED FROM RESEARCH^ THE | 01007 | 25 |
| | NEXT TUNE^ DID THEY ENJOY THE CHALLENGE^ WHY^ | 01007 | 26 |
| *FILE | SCI-PK INST PROCESS AHAS | 01007 | 9 |

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|---|---|---|---|
| *OBJECTIVES | -VALUE OF USING COMMONPLACE INEXPENSIVE WORKAIDS IN THE | 01008 | 17 |
| | TEACHING OF SCIENCE CONCEPTS | 01008 | 18 |
| *PREREQUISITE | -EXPERIENCE PATTERN OF CHILDREN -BASIC UNDERSTANDING OF | 01008 | 19 |
| | PHYSICAL SCIENCE | 01008 | 20 |
| *EXPERIENCE | (LOCALIZING( FORCES OF MOTION AND FRICTION PLACE OBJECT≥S↑ | 01008 | 11 |
| | ≥CHILDREN↑ IN BOX, PULL GIVEN DISTANCE MEASURING FORCE | 01008 | 12 |
| | REQUIRED WITH SCALES PLACE SAME OBJECTS≥S↑≥CHILDREN↑IN | 01008 | 13 |
| | WAGON, PULL GIVEN DISTANCE, MEASURING FORCE PLACE SAME | 01008 | 14 |
| | OBJECTS≥S↑≥CHILDREN↑IN BOX WITH MARBLES OR DOWLING ROLLERS | 01008 | 15 |
| | UNDER BOX, REPEAT ABOVE | 01008 | 16 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 01008 | 10 |
| *MATERIALS | -METER STICK -PAPER BOXES APPX 2≤ X 4≤ MARBLES OR 1/2( | 01008 | 5 |
| | WOODEN DOWLING -CHILD≤S COASTER WAGON -SPRING MILK SCALES | 01008 | |
| | -1/4( CLOTHESLINE OR SASHCORD | 01008 | |
| *LEVEL | ALL GRADES | 01008 | 8 |
| *GENERAL | ALL CANDIDATES | 01008 | 7 |
| *HOURS | 1/2 | 01008 | 6 |
| *EVALUATION | -DO THEY RECOGNIZE WHY AMOUNT OF EFFORT ≥WORK↑ CHANGES^ | 01008 | 21 |

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|---|---|---|---|
| | -DO THEY UNDERSTAND WHY FRICTION AFFECT EFFORT^ -CAN THEY | 01008 | 22 |
| | APPLY ≥GENERALIZE+ TO OTHER ENVIRONMENT SITUATION^ | 01008 | 23 |
| *FILE | SCI-PK INST INEXP MTLS | 01008 | 9 |
| *OBJECTIVES | -RECOGNITION OF INDIVIDUAL PUPIL PACE IN IDENTIFYING, | 01009 | 14 |
| | DIFFERENTEATION AND SERIAL ORDERING MATERIAL -ROLE OF | 01009 | 15 |
| | TEACHER AS A CATALYSIS IN LEARNING PROCESS | 01009 | 16 |
| *PREREQUISITE | -SOME FAMILIARITY WITH SCIS GOALS -ACTUAL CONTACT WITH | 01009 | 17 |
| | ELEMENTARY CHILDREN | 01009 | 18 |
| *EXPERIENCE | EXPERIENCES IN SERIAL ORDERING VIEW THE VIDEO TAPE OF | 01009 | 11 |
| | ELEMENTARY CLASS DISCUSS THE ATTACH OF TEACHER IN | 01009 | 12 |
| | ADJUSTING INDIVIDUAL PUPILS TO THE PROBLEM | 01009 | 13 |
| *SETTING | LARGE GROUP COLLEGE | 01009 | 10 |
| *MATERIALS | SCIS 30 MIN. VIDEO TAPE ON TEACHER + CHILDREN ENGAGED IN | 01009 | 5 |
| | SERIAL ORDER ACTIVITY | 01009 | |
| *HOURS | 1 1/2 | 01009 | 6 |
| *LEVEL | GRADES 1-4 | 01009 | 8 |
| *GENERAL | ALL CANDIDATES | 01009 | 7 |
| *EVALUATION | EVALUATION OF STUDENTS EVALUATION OF PUPIL SUCCESS. DO | 01009 | 19 |
| | THEY RECOGNIZE VARIABLE SCALES^ | 01009 | 20 |
| *FILE | SCI-PK INST INDV. DIFF. SCIS | 01009 | 9 |
| *OBJECTIVES | DIFFERENTIATION BETWEEN ADULT ANTECEPATION AT RESULTS. | 01010 | 24 |
| | TEACHERS, AND ACTUAL PUPIL VIEW | 01010 | 25 |
| *PREREQUISITE | DAMILIAR IN PART WITH SCIS PHILOSOPHY DIFFERENCE BETWEEN | 01010 | 26 |
| | BEHAVOVIWE AND CONCEPTERAL GOALS. | 01010 | 27 |
| *EXPERIENCE | ANTICIPATING PUPIL REACTION TO SCIENCE EXPERIENCES | 01010 | 11 |
| | 1. STUDENT PLANS AND VIDEO TAPES 1 OR 2 LESSON APPROACHES | 01010 | 12 |
| | OF SCIS %MEET MR O.% TAPE IS ORIGINALLY RECORDED WITH NO | 01010 | 13 |
| | SOUND AND WITH AS LITTLE STUDENT ACTIVITY AS POSSIBLE | 01010 | 14 |
| | VISIBLE ON VIDEO ≥AS TO EMOTIONER8 ETC+ ≥20-40 MIN+ | 01010 | 15 |
| | 2. OTHER MEMBERS AT STUDENT GROUP VIEW TAPE, READING OR | 01010 | 16 |
| | EVALUATING ON ALTERNATING 2 MIN SECTIONS WHAT THEY EXPECT | 01010 | 17 |
| | THE PUPILS REACTION TO BE ≥ORAL RECORDING+ 3. PUPIL GROUP | 01010 | 18 |
| | VIEW TAPE, READING OR EVALUATING ON ALTERNATING 2 MIN | 01010 | 19 |
| | SECTIONS WHAT THEY FELT AT THE TIME ≥ORAL RECORDING WITH | 01010 | 20 |
| | STUDENTS+ 4, COMPLETE TAPE PLAYED + VIEWED BY STUDENT | 01010 | 21 |
| | GROUP^ THIS WOULD BE THEIR FIRST EXPOSUNE TO PUPILS≤ | 01010 | 22 |
| | VOICE TRACK. | 01010 | 23 |
| *SETTING | SMALL GROUP ≥1-12 SUTDENTS+ COLLEGE | 01010 | 10 |
| *MATERIALS | ≥1+ MICRO-CELL TEACHING TOUTURES ≥2+ FACILITIES FOR | 01010 | 5 |
| | TAPING AND TOUTURES | 01010 | |
| *LEVEL | ALL GRADES | 01010 | 8 |
| *GENERAL | ALL CANDIADTES | 01010 | 7 |
| *HOURS | FOR GROUP 1 1/2 HRS FOR TEACHING STUDENT 3-5 HRS | 01010 | 6 |
| *EVALUATION | COMPLETED TAPE WILL BE SELT-EVALUATIVE | 01010 | 28 |
| *FILE | SCI-PK INST MC-APPRAISAL SCIS ≥X+ | 01010 | 9 |
| *OBJECTIVES | TO PROVIDE INDIVIDUAL STUDENT REACTION TO THE TEACHING | 01011 | 24 |
| | SITUATION, MODERATED BY PUPILS EXACT RESPONSE TO IN STILL | 01011 | 25 |
| | DIFFERENCES BETWEEN ANTICIPATED AND ACTUAL RESPONSE | 01011 | 26 |
| *PREREQUISITE | SOME CONTACT WITH MICRO CELL TEACHING PROGRAM ≥SAME AS X+ | 01011 | 27 |
| *EXPERIENCE | ANTICIPATING PUPIL REACTION TO SCIENCE EXPERIENCES ≥Y+ | 01011 | 11 |
| | AUTO-TUTORIAL FOR INDIVIDUAL STUDENTS OF VIDEO-TAPE | 01011 | 12 |
| | PRODUCED BY PUPILS AND STUDENTS IN ≥X, A STUDENT WILL PLAY | 01011 | 13 |
| | BACK VIDEO TAPE. ON ALTERNATING AUDIO SOUND TRACK, TAPE | 01011 | 14 |
| | WILL PAUSE FOR 60 SECONDS AFTER EACH STUDENT REACTION+ | 01011 | 15 |
| | AUTO-TERBONICEL OBSERVER WILL MARK ON EVALUATION FORM OR | 01011 | 16 |

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|---|---|---|
| | ELECTRONIC MEMORY LOAD WHETHER HE AGREED WITH STUDENTS | 01011017 |
| | PUPILS AUDIO WILL CONTINUE OR DENY HIS DECISION AS THE | 01011 18 |
| | TAPE AGAIN RUNS. ≥MEMONY BOARD WITH ELECTRICAL CIRCUITS | 01011 19 |
| | COULD STORE RESPONSES FOR PROTITE USE OR ANALUSIS AT CLASS | 01011 20 |
| | COUPLE TO VIDEO MACHINE IT COULD PROVIDE FLEXIBLE TIME | 01011 21 |
| | INDIVIDUAL WITH RECORDED ANSWER BEING RELAY TO RESUME EACH | 01011 22 |
| | SECTION+ | 01011 23 |
| *SETTING | INDEPENDENT COLLEGE | 01011 10 |
| *MATERIALS | BLANK | 01011 5 |
| *LEVEL | ALL GRADES | 01011 8 |
| *GENERAL | ALL CANDIDATES | 01011 7 |
| *HOURS | 1 | 01011 6 |
| *EVALUATION | SELT ANALYSIS PAPER OR ELECTRONIC SCORING COULD BE CLONDED | 01011 28 |
| | AND COMPARED TO NORM OR AVERAGE. | 01011029 |
| *FILE | SCI-PK INST AT IND. DIT SCIS | 01011 9 |

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| *OBJECTIVES | -TO DRAW CONCLUSIONS JPON COLLECTED DATA -TO BECOME | 01012 15 |
| | FAMILIAR WITH ESS MATERIALS | 01012 16 |
| *PREREQUISITE | -OBJECTIVES OF SCIENCE EDUCATION -VALJES OF CHILD-CENTERED | 01012 17 |
| *EXPERIENCE | STUDYING PROPERTIES OF MATTER AND USE OF INDICATORS | 01012 11 |
| | -STUDENTS WILL (WORK THROUGH( A SERIES OF UNKNOWNS MUCH AS | 01012 12 |
| | THEY WOULD WITH ELEMENTARY CHILDREN -PARTICIPATE IN ESS | 01012 13 |
| | CURRICULAR MATERIALS | 01012 14 |
| *SETTING | SMALL GROUP ≥1-3+ COLLEGE | 01012 10 |
| *MATERIALS | ESS-MYSTERY POWDERS 1967 | 01012 5 |
| *LEVEL | ALL GRADES | 01012 8 |
| *GENERAL | ALL CANDIDATES | 01012 7 |
| *HOURS | 1 1/2 | 01012 6 |
| *EVALUATION | -REACIONS TO MODERLAR EXPERIENCE -RELATIVE COMPARISON OF | 01012 18 |
| | GROUP RESULTS≥CHARTS+ | 01012 19 |
| *FILE | SCI-PK INST THOUG-PROCESS ESS | 01012 9 |

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| *OBJECTIVES | -INCREASED USE AND STJDY OF ANIMALS IN GROWTH, NUTRITION, | 01013 17 |
| | REPRODUCTION, HABITATS ETC | 01013 18 |
| *PREREQUISITE | -GOALS OF SCIENCE EDUCATION -ORIENTATION TO ANIMAL LIFE | 01013 19 |
| *EXPERIENCE | ANIMALS FOR THE ELEMENTARY SCIENCE CLASSROOM ≥X+ | 01013 11 |
| | -IDENTIFICATION, SELECTION AND CARE OF ANIMALS FOR USE IN | 01013 12 |
| | SCIENCE -GROUPS WORK WITH ANIMALS AND ATTEMPT TO USE THEM | 01013 13 |
| | IN WORKING WITH INDIVIDUAL ELEMENTARY SCHOOLS AND PUPILS. | 01013 14 |
| | -INCLUDE FISH, MICE, RATS, GUINEA PIGS, HAMPSTERS RABBITS | 01013 15 |
| | BIRDS ETC, ≥FOOD ALSO INCLUDES MEALWORMS, GRUBS ETC+ | 01013 16 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS+ COLLEGE | 01013 10 |
| *MATERIALS | SPACE AND FACILITIES FOR ANIMALS SUCH AS THOSE LISTED | 01013 5 |
| *LEVEL | ALL GRADES | 01013 8 |
| *GENERAL | ALL CANDIDATES | 01013 7 |
| *HOURS | 2 | 01013 6 |
| *EVALUATION | -SELF GROWTH + DEVELOPMENT -USE OF ANIMALS IN TEACHING | 01013 20 |
| | PROCESS | 01013 21 |
| *FILE | SCI-PK INST LIV MAT A | 01013 9 |

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| *OBJECTIVES | -FOR STUDENTS TO WORK WITH ANIMALS AND CHILDREN IN A | 01014 16 |
| | UNIQUE SETTING | 01014 17 |
| *PREREQUISITE | -PREVIOUS ORIENTATION TO ANIMALS TO BE INCLUDED -SOME | 01014 18 |
| | KNOWLEDGE OF CHILDRENS BACKGROUND AS TO AGE ETC. -MODULE | 01014 19 |
| | OF (ANIMALS FOR THE ELEM. SCIENCE CLASSROOM( | 01014 20 |
| *EXPERIENCE | ANIMALS ON WHEELS TRAILER TRUCK OUTFITTED AS | 01014 11 |
| | (DOMESTICATED ZOO( -ARRANGED SO THAT VISITING PUPILS CAN | 01014 12 |
| | ACTUALLY HANDLE SELECTED YOUNG AND PET ADULTS INCLUDE | 01014 13 |

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| | SHEEP, PIGS, CHICKENS, GUINEA FOWL CALF, COLT, GOAT, DOG, | 01014 | 14 |
| | CAT ETC | 01014 | 15 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COMMUNITY | 01014 | 10 |
| *MATERIALS | -PARTICULARLY FOR INNER CITY AND URBAN AREAS -TEACHER | 01014 | 5 |
| | EDUCATIONS STUDENTS WILL BE GUIDES ≥DRIVER-CUSTODIAN | 01014 | |
| | PERMANENT, -FILM OF ORIENTATION FOR PRE OR POST SCHOOL USE | 01014 | |
| | -TRAILER AND OCCUPANTS, SUPPLY AREA | 01014 | |
| *LEVEL | ALL GRADES | 01014 | 8 |
| *GENERAL | ALL CANDIDATES | 01014 | 7 |
| *HOURS | 6 | 01014 | 6 |
| *EVALUATION | -SUCCESS IN WORKING WITH PUPILS -RESPONSE TO NEEDS OF | 01014 | 21 |
| | PUPILS -AWARENESS OF PERSONAL SHORTCOMINGS IN CONTENT, | 01014 | 22 |
| | PSYCHOLOGY, RELATIONSHIPS -RELATIONSHIP TO PROBLEMS OF | 01014 | 23 |
| | ENVIRONMENTAL ISOLATION | 01014 | 24 |
| *FILE | SCI-PK INST LIV MAT A | 01014 | 9 |

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| *OBJECTIVES | -INCREASED USE AND STUDY OF PLANTS IN GROWTH, NUTRITION | 01015 | 17 |
| | AND REPRODUCTION, ETC ≥ESP. IN LONG TERM EXPERIMENTATION↑ | 01015 | 18 |
| *PREREQUISITE | -GOALS OF SCIENCE EDUCATION -ORIENTATION TO PLANT LIFE | 01015 | 19 |
| *EXPERIENCE | PLANTS FOR THE ELEMENTARY CLASSROOM ≥X↑ -IDENTIFICATION, | 01015 | 11 |
| | SELECTION AND CARE OF PLANTS FOR USE IN TEACHING SCIENCE. | 01015 | 12 |
| | -GROUPS WORK WITH VARIETY OF PLANT FORMS AND ATTEMPT TO | 01015 | 13 |
| | USE THEM IN WORKING WITH ELEM. SCHOOLS AND PUPILS. | 01015 | 14 |
| | -INCLUDE WATER PLANTS≥AQUARIUM↑, SEEDLINGS, TUBERS, BULBS, | 01015 | 15 |
| | GRAFTS, SCIOUS, YEASTS, CUTTURES, ETC. | 01015 | 16 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 01015 | 10 |
| *MATERIALS | SUITABLE FACILITIES ≥INCLUDING TEMPCOU ≥01↑ | 01015 | 5 |
| *LEVEL | ALL GRADES | 01015 | 8 |
| *GENERAL | ALL CANDIDATES | 01015 | 7 |
| *HOURS | 2 | 01015 | 6 |
| *FILE | SCI-PK INST LV. MAT. P | 01015 | 9 |

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| *OBJECTIVES | -INITIATE THE STUDENT TO ROLE OF INTELLIGENT | 01016 | 17 |
| | RESPONSIBILITY IN ALL PHASES OF SCIENCE TEACHING, | 01016 | 18 |
| | PROVISIONS FOR [INDIVIDUALIZING[ THEIR ROLE OCCURS IN | 01016 | 19 |
| | SMALL GROUPS FOLLOWING | 01016 | 20 |
| *PREREQUISITE | -EXPOSURE TO AND RECOGNITION OF SCIENCE PROCEDURES IN THE | 01016 | 21 |
| | CLASSROOM -NEED FOR COOPERATION WITH AGENCIES AT COMMUNITY | 01016 | 22 |
| | IN EDUC, EFFORT | 01016 | 23 |
| *EXPERIENCE | SAFETY AND RESPONSIBILITY IN TEACHING SCIENCE ≥X, | 01016 | 11 |
| | REPRESENTATIVES: DEPT OF PUBLIC INSTRUCTION PUBLIC SCHOOL | 01016 | 12 |
| | LEGAL AID SCIENCE CONSULTANT -ILLUSTRATED DISCUSSION ON | 01016 | 13 |
| | RESPONSIBLE ACTION OF TEACHERS IN SCIENCE PLANNING AND | 01016 | 14 |
| | IMPLEMENTATION, PERSONAL INJURIES, DEMONSTRATION AND | 01016 | 15 |
| | LABORATORY HAZARDS ETC | 01016 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 01016 | 10 |
| *MATERIALS | OVERHEAD TRANSPARENCIES OVERHEAD PROJECTOR | 01016 | 5 |
| *LEVEL | ALL GRADES | 01016 | 8 |
| *GENERAL | ALL CANDIDATES | 01016 | 7 |
| *HOURS | 1 1/2 | 01016 | 6 |
| *EVALUATION | -TYPES OF QUESTIONS RAISED IN THIS EXPERIENCE AND THE | 01016 | 24 |
| | SMALL GROUP MODULE THAT FOLLOWS. -ATTENTION AND REACTION | 01016 | 25 |
| | TO REPRESENTATIVES WILL BE CONSIDERED | 01016 | 26 |
| *FILE | SCI-PK INST SAFETY | 01016 | 9 |

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| *OBJECTIVES | FOR STUDENTS TO WORK WITH PLANTS AND CHILDREN IN A | 01017 | 20 |
| | UNIQUE SETTING. | 01017 | 21 |
| *PREREQUISITE | PREVIOUS ORIENTATION TO PLANT LIFE SOME KNOWLEDGE OF | 01017 | 22 |

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| | CHILDREN BACKGROUND AS TO AGE, ETC. | 01017 23 |
| *EXPERIENCE | PLANTS ON WHEELS ≥Y↑ TRAILER TRUCK OUTFITTED AS | 01017 11 |
| | [DOMESTICATED PLANT HERBARIUM[ ARRANGED SO THAT VISITING | 01017 12 |
| | PUPILS CAN OBSERVE PLANTS AT CLOSE PROXIMITY, AND, WHERE | 01017 13 |
| | SUITABLE, HANDLE SPECIMENS MOVABLE CONTAINERS CONTAIN | 01017 14 |
| | SPEICMENS AT CORN, OKRA, WHEAT, TOBACCO, ORANGE, COTTON↓ | 01017 15 |
| | LEGUMES↓ GARDEN CROPS[ ETC. SEEDINGS AND [STANTERS[ | 01017 16 |
| | AVAILABLE FOR MANY PERMANT STAFF IS DRIVEN-CUSTODIAN-OTHER | 01017 17 |
| | ARE TEACHER EDUCATION STUDENTS WHO WORK WITH PUPILS. | 01017 18 |
| | PARTICULARLY TORINNERCEBY AND URBAN AREAS | 01017 19 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ SCHOOL | 01017 10 |
| *MATERIALS | ORIENTUBION FILM FOR PRE-OR-POST SCHOOL USE TRAILER. | 01017 5 |
| | STOCK AND SUPPLY AREA | 01017 |
| *LEVEL | ALL GRADES | 01017 8 |
| *GENERAL | ALL CANDIDATES | 01017 7 |
| *HOURS | 3-2 HR SHIFTS | 01017 6 |
| *EVALUATION | SUCCESS IN WORKING WITH PUPILS RESPONSE TO NEEDS OF PUPILS | 01017 24 |
| | AWADNESS OF PERSONAL SHORT COMINGS RECOGINTION OF | 01017 25 |
| | ENVIROUMENTAL INFLUENCE ≥OR LACK OF IT↑ | 01017 26 |
| *FILE | SCI-PK INST LIV MAT P ≥Y↑ | 01017 9 |

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| *OBJECTIVES | ESTABLISH RESPONSIBLE TEACHER ACTION FOR SAFETY IN TEN | 01018 16 |
| | TEACHING OF SCIENCE, ESPECIALLY IN TERMS OF SINGINLAR | 01018 17 |
| | TEACHER [STYLE[ AND SCTIVITY | 01018 18 |
| *PREREQUISITE | EXPOSURE TO AND RECONGITION OF SCIENCE PROCEDURES IN THE | 01018 19 |
| | CLASSROOM LARGE GROJP ORIENTATION ≥X↑ | 01018 20 |
| *EXPERIENCE | SAFETY AND RESPONSIBILITY IN TEACHING SCIENCE ≥Y↑ 28 MIN | 01018 11 |
| | VIDEO TAPE AT SOME CAMMON SAFELY PRECANTIONS FOR TEACHING | 01018 12 |
| | SCIENCE, STRESS FIRE PREVENTION, PROPER VENTILATION ETC. | 01018 13 |
| | REANPHASIZE LIMITATIONS AT SCHOOL POLICY ON FIRST AID, | 01018 14 |
| | INEDICINAL AIDS, ETC DISCUSSION ↑ QUESTIONS | 01018 15 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 01018 10 |
| *MATERIALS | VIDEO TAPE DESCRIBED ABOVE | 01018 5 |
| *LEVEL | ALL GRADES | 01018 8 |
| *GENERAL | ALL CANDIDATES | 01018 7 |
| *HOURS | 1-1 1/2 | 01018 6 |
| *EVALUATION | RECONITION OF RIGHTS OF CHILDREN AND COMMUNITY AS TO | 01018 21 |
| | MININAL SAFELY PRECAUTIONS POSITION AND EVIDENCE AT | 01018 22 |
| | PHILOSOPHICAL STANCE IN GROUP DISCUSSION | 01018 23 |
| *FILE | SCI-PK INST SAFETY ≥Y↑ | 01018 9 |

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| *OBJECTIVES | SKILLS IN OBSERVATION, SHARPEN HUMAN OBSERVATION | 01019 15 |
| *PREREQUISITE | AWARENESS OF ATTITUDES AND SKILLS NEEDED TO SUCCESSFULLY | 01019 16 |
| | TEACH SCIENCE OBJECTIVES. | 01019 17 |
| $EXPERIENCE | DEVELOPING SKILLS IN OBSERVATION FOR SCIENCE EACH STUDENT | 01019 11 |
| | GIVEN AN IDENTICAL TYPEWRITING ERASURE ≥ROUND WHEEL-TYPE | 01019 12 |
| | WITH BRUSH ATTACHED↑↑ ASKED TO IDENTIFY ALL INDIVIDUAL | 01019 13 |
| | MATERIALS VISIBLE | 01019 14 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS↑ COLLEGE | 01019 10 |
| *MATERIALS | ERASURE DESCRIBED ABOVE | 01019 5 |
| *LEVEL | ALL GRADES | 01019 8 |
| *GENERAL | ALL CANDIDATES | 01019 7 |
| *HOURS | 1/4 | 01019 6 |
| *EVALUATION | RECOGNITION OF RUBBER, METAL, PAINT IN INSCRIPTION, RIVITS | 01019 18 |
| | BRUSH ETC, | 01019 19 |
| *FILE | SCI-PK INSTRUCTION OBSERVATION | 01019 9 |

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| *OBJECTIVES | TO PLAN A SPECIFIC FIELD EXCURSION IN CONNECTION WITH AN | 01020 16 |

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|---|---|---|---|
| | ELEMENTARY OR PEER GROUP | 01020 | 17 |
| *PREREQUISITES | ACTIVITY PLANNING TEACHER RESPONSIBILITY | 01020 | 18 |
| *EXPERIENCE | PLANNING SUCCESSFUL FIELD EXCURSIONS IN SCIENCE 15 MIN. | 01020 | 11 |
| | VIDEO-TAPE ≥OR FILM• ON SCIENCE FIELD EXCURSIONS WITH | 01020 | 12 |
| | PROVIDED ≥OR ELECTED• E•LEMENTARY GROUP A SPECIFIC | 01020 | 13 |
| | EXCURSION WILL BE PLANNED WITH ATTENTION TO OBJECTIVES, | 01020 | 14 |
| | INTEGUATION, DETAILS, COMMUNICATION, ETC, | 01020 | 15 |
| *SETTING = COLLEGE INDEPENDENT | | 01020 | 10 |
| *MATERIALS | 15 MIN. TAPE ≥OR FILME NECESSARY GUIDE SHEET FORMS | 01020 | 5 |
| *LEVEL | ALL GRADES | 01020 | 8 |
| *GENERAL | ALL CANDIDATES | 01020 | 7 |
| *HOURS | 1=2 | 01020 | 6 |
| *EVALUATION | EVALUATION REACTION OF GROUP ENDEAVOR MATCH AT MINIMUM | 01020 | 19 |
| | COMPETENANCE DISRLAYED WITH MODEL DEVELOPED IN TAPE AND | 01020 | 20 |
| | ALLIED MATERIALS, | 01020 | 21 |
| *FILE | SCI-PK INSTRUCTION EXCURSIONS | 01020 | 9 |

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| *OBJECTIVES | TO ESTABLISH INTELLIGENT TEACHER RESPONSIBILITY FOR THE | 01021 | 18 |
| | RECOGNITION AND HANDLING OF COMMON DISEASES AT CHILDREN IN | 01021 | 19 |
| | THE CLASSROOM TO EMPHASIZE THE VARIOUS LEVELS OF | 01021 | 20 |
| | RESPONSIBILITY INDISEASE PREVENTION | 01021 | 21 |
| *PREREQUISITES | GENERAL ROLE AT TEACHER IN SHCOOL-PARENT-COMMUNITY | 01021 | 22 |
| | RELATIONSHIP. | 01021 | 23 |
| *EXPERIENCE | ILLUSTRATE DISCUSSION ON DISEASE IN THE CLASS ROOM | 01021 | 11 |
| | RESOURCE SPEAKERS-PHYSICIAN, GRADUATE NURSE, PUBLIC HEALTH | 01021 | 12 |
| | REPRESENTATIVE STE | 01021 | |
| | REPRESENTATIVE STRESS COOPERATIVE ROLE OF ALL AGENCIES | 01021 | 14 |
| | DWELL WILL BE ON DISEASES, INFECTIONS ETC, SLIDES WILL | 01021 | 15 |
| | ILLUSTRATE, OPTIONAL ≥ESP FOR UPPER GRADE GROUPS, VENERAL | 01021 | 16 |
| | DISEASE DRUG-RELATED DISEASES | 01021 | 17 |
| *SETTING = COLLEGE LARGE GROUP | | 01021 | 10 |
| *MATERIALS | COLOR SLIDES AT COMMON DISEASES ≥IEPHOTO AT MEASELS | 01021 | 5 |
| *LEVEL | | 01021 | 8 |
| *GENERAL | ALL CANDIDATES | 01021 | 7 |
| *HOURS | 1=1 1/2 | 01021 | 6 |
| *EVALUATION | RESPONSIBLE ROLE THAT APPEALS IN SMALL GROUP DESCUSSION | 01021 | 24 |
| | RESULT IS PLANNED TO FOLLOW | 01021 | 25 |
| *FILE | SCI-PK INSTRUCTION DISEASE | 01021 | 9 |

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| *OBJECTIVES | TO ESTABLISH INTELLIGENT TEACHER RESPONSIBILITY FOR THE | 01022 | 17 |
| | RECOGNITION AND HADLING OF COMMON DISEASES OF CHILDREN | 01022 | 18 |
| | IN CLASSROOM. TO EMPHASIZE THE VARIOUS LEVELS OF | 01022 | 19 |
| | RESPONSIBLIITY FOR DISEASE PREVENTION | 01022 | 20 |
| *PREREQUISITES | LARGE GROUP PRESENTATION, DISEASE IN THE CLASSROOM | 01022 | 21 |
| *EXPERIENCE | FOLLOW UP AT LARGE GROUP PRESNETATION, DISEASE IN THE | 01022 | 13 |
| | CLASSROOM •SLIDES GUESTS≥ STRESS ON AND IDENTIFICATION OF | 01022 | 14 |
| | VARIOUS LEVELS AT COMMUNITY HEALTH, ESPECIALLY ROLE OF | 01022 | 15 |
| | TEACHER NECESSITY FOR INNER CITY TRACHING •IN PARTICULAR≥ | 01022 | 16 |
| *SETTING = COLLEGE SMALL GROUP •1=12 STUDENTS≥ | | 01022 | 12 |
| *MATERIALS | FILM OR VIDEO TAPE •COLOR≥ TO AID SELF-EVALUATION COLOR | 01022 | 5 |
| | SLIDES USED EARLIER ILLUSTRATED HAND OUT MATERIALS ON | 01022 | 6 |
| | DISEASE | 01022 | 7 |
| *LEVEL | ALL GRADES | 01022 | 10 |
| *GENERAL | ALL CANDIDATES | 01022 | 9 |
| *HOURS | 1=1 1/2 | 01022 | 8 |
| *EVALUATION | REACTION TO ROLE AS RESPONSIBLE INTEGERIN TOTAL COMMUNITY | 01022 | 22 |
| | SUCCESSFUL IDENTIFICATION AT DISEASE SLIDES •USE | 01022 | 23 |
| | TACHISTOSCOPE≥ REACTION TO RPOBLEMS POSED IN COLORED FILM | 01022 | 24 |
| | OR VIDEOTAPE •WHAT IS IT, WHAT SHOULD YOU DO, WHEN ETC≥ | 01022 | 25 |

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|---|---|---|
| *FILE | SCI-PK INST DISEASE | 01022 11 |
| *OBJECTIVES | TO DEVELOP SKILLS AND SENSITIVITY IN SELECTING THE MOST | 01023 17 |
| | ADVANTAGEOUS MATERIALS FOR TEACHING SCIENCE | 01023 18 |
| *PREREQUISITES | FAMILIAR WITH SCIENCE EDUCATION GOALS AND OBJECTIVES | 01023 19 |
| | EXPERIENCE IN EXAMING LESSON PLANS, GUIDES, SYLLAB. | 01023 20 |
| *EXPERIENCE | SELECTING APPROPRIATE TEACHING MATERIALS FOR SCIENCE | 01023 11 |
| | RESUURCE QUESTS SCHOOL SCIENCE SUPERVISOR CHILDREN | 01023 12 |
| | LITERATURE SPECIALIST SCIENCE SPECIALIST PERHAPS WORKING | 01023 13 |
| | WITH A TEXTBOOK OR TEERALLY SPONSORED PROGRAM | 01023 14 |
| | ILLISTRATED DESCUSSION ON SELECTION AND USE OF BOOKS AND | 01023 15 |
| | ALLIED MATERIALS PARTICULARY FREE AND INEXPENSIVE. | 01023 16 |
| *SETTING - COLLEGE LARGE GROUP | | 01023 10 |
| *MATERIALS | OVERHEAD COLOR TRANSPARENCIES OVERHEAD PROJECTOR | 01023 5 |
| *LEVEL | ALL GRADES | 01023 8 |
| *GENERAL | ALL CANDIDATES | 01023 7 |
| *HOURS | 1 1/2 | 01023 6 |
| *EVALUATION | PERFORMANCE IN INDEPENDENT WORK MODERLE QUALITY OF | 01023 21 |
| | RESPONSE TO THIS MODULE | 01023 22 |
| *FILE | SCI-PK INSTRUCTION SELECT MTLS | 01023 9 |

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|---|---|---|
| *OBJECTIVES | TO DEVELOP SKILLS AND SENSITIVITY IN SELECTING THE MOST | 01024 17 |
| | ADVANTAGEOUS MATERIALS FOR TEACHING SCIENCE IN A | 01024 18 |
| | PRESCRIBED SITUATION. | 01024 19 |
| *PREREQUISITES | LARGE GROUP ORIENTATION FAMILIAR WITH GOALS OF SCIENCE | 01024 20 |
| | EDUCATION EXPERIENCE IN GIVEN SCHOOL SITUATION, PRESENT | 01024 21 |
| | MATERIALS ETC | 01024 22 |
| *EXPERIENCE | SELECTING APPROPRIATE TEACHING MATERIALS FOR SCIENCE | 01024 13 |
| | STUDENT WILL BE ASKED TO FOLLOW-UP LARGE GROUP SESSION BY | 01024 14 |
| | SELECTING A REPRESENTATIVE GROUP OF MATERILALS ORIENTED TO | 01024 14 |
| | HIS ASSIGNED SCHOOL OR GROUP+OBSERVATION PARTICIPATION OR | 01024 15 |
| | TEACHING≥ | 01024 16 |
| *SETTING - COLLEGE INDEPENDENT | | 01024 12 |
| *MATERIALS | ASSURTMENT OF SELECTION GUIDES WIDE RANGE OF FREE READING | 01024 5 |
| | AND TEXT BOOKS SPONSORED PROGRAM MATERIALS FREE AND | 01024 6 |
| | INEXPENSIVE PRAVED AND VISUAL MATERIALS | 01024 7 |
| *LEVEL | ALL GRADES | 01024 10 |
| *GENERAL | ALL CANDIDATES | 01024 9 |
| *HOURS | 1 1/2 | 01024 8 |
| *EVALUATION | UTILIZES ADVANTAGES OF OBJECTIVE SELECTION AIDS WITH | 01024 23 |
| | SUBJECTIVE INSIGHT AT SCHOOL ENVIORNMENT JUSTIFICATION FOR | 01024 24 |
| | SELECTIONS MADE | 01024 25 |
| *FILE | SCI-PK INST SELECT MAT | 01024 11 |

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|---|---|---|
| *OBJECTIVES | TO PROVIDE DIRECT EXPERIENCE WITH SPECIALIZED TECHNIQUES | 01025 18 |
| | FOR USE IN WORKING WITH ELEM PUPILS AND THEIR THEORY | 01025 19 |
| | OPPORTUNITY TO DISPLAY LEADERSHIP ROLE IN+Y≥ MODULE | 01025 20 |
| *PREREQUISITES | FAMILIAR WITH ELEM SCHOOL NEEDS AND PROGRAM INTEREST IN | 01025 21 |
| | SPECIALIZED SKILLS | 01025 22 |
| *EXPERIENCE | MUSEUM TECHNIQUES TO ENLIVEN THE SCIENCE CLASSROOM | 01025 11 |
| | INTERNSHIP WORK WITH TECHNIICANS AT MUSEUM SCIENCE AS TO | 01025 12 |
| | THOSE APPLICABLE TO ELEM SCHOOL +IE USE AT CLEANING, | 01025 13 |
| | PRESERVING REPRODUCTION, SPECIALISED MATERIALS ETC≥ THESE | 01025 14 |
| | WILL BE USED BY SPECIALIST IN WORKING WITH EXPERIENCE | 01025 15 |
| | MODULE +X≥ PROVIDING FOR ROUGES IN STJDENT INTERESTS AND | 01025 16 |
| | ABILITIES | 01025 17 |
| *SETTING - COLLEGE SMALL GROUP +1-12 STUDENTS≥ | | 01025 10 |
| *MATERIALS | KNUDSEN,S BIOLOGICAL TECHNIQUES +UPPER≥ | 01025 5 |

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|---|---|---|---|
| *LEVEL | ALL GRADES | 01025 | 8 |
| *GENERAL | SPECIALIST | 01025 | 7 |
| *HOURS | 3-1 HOUR PERIODS | 01025 | 6 |
| *EVALUATION | INDIVIDUAL SUCCESS DEGREE OF SUCCESS WITH GROUPS IN ↑Y≥ | 01025 | 22 |
| | MODULE WHICH ARE 1-11-14-17-18-22-24 | 01025 | 23 |
| *FILE | SCI-PK INST MUSEUM | 01025 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO ACQUAINT STUDENT WITH MATERIALS FOR WIDE RANGE OF PUPIL | 01026 | 16 |
| | ABILITY AND EXPERIENCE | 01026 | 17 |
| *PREREQUISITE | -RECOGNIZING THAT CHILDSS ABILITIES AND INTERESTS VARY | 01026 | 18 |
| | WIDELY -ALL CHILDREN NEED NOT DO THE SAME THING AT SAME | 01026 | 19 |
| | TIME | 01026 | 20 |
| *EXPERIENCE | PROVIDING FOR RANGES IN STUDENT INTERESTS AND ABILITIES. | 01026 | 11 |
| | ≥Y↑ -PREPARE MATERIALS AND ACTIVITIES FOR WIDE-RANGING | 01026 | 12 |
| | STUDENT INTERESTS -TO ASSIST STUDENTS IN HELPING CHILDREN | 01026 | 13 |
| | IN DEVELOPING PROJECT AND UNIT IMPLENENTATION -ASSIGN TO | 01026 | 14 |
| | ASSIST AND/OR OBSERV IN LOCAL SCHOOL AREA | 01026 | 15 |
| *SETTING | SMALL GROUP ≥1-12↑ COLLEGE | 01026 | 10 |
| *MATERIALS | FOR 1 PAPER MACHE, 2 PLASTER OF PARIS 3 LATEX 4 PLASTIC | 01026 | 5 |
| | EMBEDDING≥RESIN↑ | 01026 | |
| *LEVEL | ALL GRADES | 01026 | 8 |
| *GENERAL | ALL CANDIDATES | 01026 | 7 |
| *HOURS | 1 | 01026 | 6 |
| *EVALUATION | -STUDENT AWARNESS OF OWN ABILITIES -PUPIL RECEPTION AND | 01026 | 21 |
| | GROWTH | 01026 | 22 |
| *FILE | SCI-PK INST MUSEUM Y | 01026 | 9 |

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|---|---|---|---|
| *OBJECTIVES | BECOME FAMILIAR WITH SPECIALIZED EQUIPMENT AND ITS | 01027 | 17 |
| | POTENTIAL USES IN SCIENCE | 01027 | 18 |
| *PREREQUISITE | -SCIENCE OBJECTIVES -REQUIREMENTS FOR IMPLEMENTING SCIENCE | 01027 | 19 |
| | THOUGHT AND CONCEPT | 01027 | 20 |
| *EXPERIENCE | USE OF SPECIALIZED OPTICAL INSTRUMENTS FOR SCIENCE TWO | 01027 | 11 |
| | SESSIONS-ONE-FOR ORIENTATION SECOND-TO ASSIST TEACHER IN | 01027 | 12 |
| | USE OF SELECTED GROUP FOR PUPIL ACTIVITY OR PRESENTATION. | 01027 | 13 |
| | INCLUDE MICROSCORE, MICROPREPEBOR, OVERHEAD, 35MM CAMERA, | 01027 | 14 |
| | POLAROID, BINOCULARS, BINOCULARSCOPE, FILM-LOOP | 01027 | 15 |
| | 8 PROJECTOR, DIRECT AND REFLECTING TELESCOPE | 01027 | 16 |
| *SETTING | INDEPENDENT COLLEGE | 01027 | 10 |
| *MATERIALS | FACILITIES TO EXAMINE AND TEST EQUIPMENT LISTED ABOVE | 01027 | 5 |
| *LEVEL | ALL GRADES | 01027 | 8 |
| *GENERAL | SPECIALIST ≥OPTIONAL↑ | 01027 | 7 |
| *HOURS | 2 | 01027 | 6 |
| *EVALUATION | -[OUNTRY FAIR[ FOR USE -WORK WITH PUPILS IN ALL PHASES OF | 01027 | 21 |
| | PROGRAM -ASSISTANCE≥SUCCESSFUL WEHAPE↑IN RELATED MODULES | 01027 | 22 |
| *FILE | SCI-PK INST OPT. MAT S | 01027 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO ENCOURAGE EXPERIMENTATION IN APPROACHING THOUGH | 01028 | 14 |
| | PROCESSES AND MEANINGFUL CONCEPT RETENTION | 01028 | 15 |
| *PREREQUISITE | -ROLE OF PUPIL EXPERIMENTATION -VALUE OF LONG TERM | 01028 | 16 |
| | OBSERVATION AND RECORD KEEPING | 01028 | 17 |
| *EXPERIENCE | HANDLING AND UTILIZATION OF FRUIT FLY CULTURES -STUDENTS | 01028 | 11 |
| | WILL STUDY FILM LOOPS AND PERFORM SOME OF OPERATION | 01028 | 12 |
| | OPERATION DESCRIBED ON LIVE SPECIMENS PROVIDED. | 01028 | 13 |
| *SETTING | INDEPENDENT | 01028 | 10 |
| *MATERIALS | I LIVE DROSOPHILA≥FRUIT FLY↑ CULTURES, BOTTLES, GAUZE, | 01028 | 5 |
| | FLASKS, ETC II 8MM FILM LOOPS ENCYCLOPEDIA BRITANNICA | 01028 | |
| | A↑ HANDLING DROSOPHILA B↑ DROSOPHILA CULTURE MEDIUM | 01028 | |
| | PREPARATION C↑ CROSSING DROSOPHILA | 01028 | |

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|---|---|---|---|
| *LEVEL | ALL GRADES | 01028 | 8 |
| *GENERAL | GENERALIST≥OPTIONAL+ SPECIALIST | 01028 | 7 |
| *HOURS | 1 | 01028 | 6 |
| *EVALUATION | -DETERMINE VALUES OF OPEN-ENDED VS CLOSED EXRERIMENT | 01028 | 18 |
| | -SENSE POTENTIALS OF THIS EXPERIENCE TO PROGRAMS FOR | 01028 | 19 |
| | ELEMENTARY SCHOOL. | 01028 | 20 |
| *FILE | SCI-PK INST EXRERIM-≥S+ | 01028 | 9 |

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|---|---|---|---|
| *OBJECTIVES | ATTEMPT TO APPROACH PROBLEMS FROM A POINT OF INQUIRY. | 01029 | 18 |
| | CONSISTENCY, PUPIL AND COMMUNITY NEED: ROLE OF TEACHER IN | 01029 | 19 |
| | PROCESS | 01029 | 20 |
| *PREREQUISITE | -ROLE OF SCIENCE IN CURRICULUM, COMMUNITY -CHANGE AND | 01029 | 21 |
| | PROBLEMS IN SCIENCE ARE INESCAPABLE | 01029 | 22 |
| *EXPERIENCE | ANALYSIS OF A CONTROVERSIAL ISSUE IN SCIENCE X -LECTURE- | 01029 | 11 |
| | DISCUSSION OF DEMANDS FOR SCIENCE EDUCATION IN [Z[ | 01029 | 12 |
| | COMMUNITY TO INCLUDE STRONG SEX EDUCATION PROGRAM. | 01029 | 13 |
| | -BREAKS STUDENTS INTO GROUPS TO DISCUSS, REPORT IN CLOSING | 01029 | 14 |
| | PORTION -SUMS, RAISES QUESTION OF PRAGMATISM, PHILOSOPHY | 01029 | 15 |
| | ETC -REFERS GUIDE SHEET FOR INDIVIDUAL RESOLUTION -SEND | 01029 | 16 |
| | STUDENT OBSERVERS TO [Z[ COMMUNITY BOARD MTNG | 01029 | 17 |
| *SETTING | LARGE GROUP COLLEGE | 01029 | 10 |
| *MATERIALS | BIBLIOGRAPLICAL LIST≥SEE SCHOLASTIC TEACHER ISSUE | 01029 | 5 |
| | APRIL 21, 1967+ | 01029 | |
| *LEVEL | ALL GRADES | 01029 | 8 |
| *GENERAL | ALL CANDIDATES | 01029 | 7 |
| *HOURS | 1 1/2 | 01029 | 6 |
| *EVALUATION | REACTION AND POSITION AS TO: -COMMUNITY INVOLVEMENT, | 01029 | 23 |
| | SCHOOL RESPONSIBILITY, DEFINITION OF TERMS, QUALIFICATION | 01029 | 24 |
| | OF TEACHER, TEACHING MATERIALS ETC. | 01029 | 25 |
| *FILE | SCI-PK INST CONTROVOSY X | 01029 | 9 |

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| *OBJECTIVES | -CONTRAST PHILOSOPHY OF PROBLEM WITH PRAGMATIC LIMITS OF A | 01030 | 14 |
| | GIVEN COMMUNITY | 01030 | 15 |
| *PREREQUISITE | -LARGE GROUP DISCUSSION ON THE ISSUE. -SOME OBSERVATION | 01030 | 16 |
| | AND/OR PARTICIPATION IN A COMMUNITY | 01030 | 17 |
| *EXPERIENCE | ANALYSIS OF A CONTROVERSIAL ISSUE IN SCIENCE Y -OBSERVERS | 01030 | 11 |
| | CHAIR SMALL GROUP MEETINGS IN DISCUSSING SEX EDUCATION | 01030 | 12 |
| | PROGRAM IN 2 COMM -PREPARE GROUP RECOMMENDATIONS | 01030 | 13 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS+ COLLEGE | 01030 | 10 |
| *MATERIALS | BLANK | 01030 | 5 |
| *LEVEL | ALL GRADES | 01030 | 8 |
| *GENERAL | ALL CANDIDATES | 01030 | 7 |
| *HOURS | 1 | 01030 | 6 |
| *EVALUATION | -HOW DO GROUPS COMPROMISE PRINCIPLES^ -DO THEY DELUNIT | 01030 | 18 |
| | PROGRAM IN HEAT OF DISCUSSION^ | 01030 | 19 |
| *FILE | SCI-PK INST CONTROVERSY Y | 01030 | 9 |

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|---|---|---|---|
| *OBJECTIVES | SENSITIZE STUDENT TO POTENTIAL OF AUXILLARY AIDS AND | 01031 | 19 |
| | SPECIALIZATION IN SCIENCE ACTIVITIES | 01031 | 20 |
| *PREREQUISITE | -OBJECTIVES OF SCIENCE EDUCATION -NEED TO INDIVIDUALIZE | 01031 | 21 |
| | INSTRUCTION | 01031 | 22 |
| *EXPERIENCE | SUPPLEMENTING SCIENCE INSTRUCTION WITH AUDIO AIDS | 01031 | 11 |
| | EXPERIENCES WITH AUDIO AMPLIFIERS AND RECORDERS -NEED TO | 01031 | 12 |
| | UTILIZE THIS MEDIA FOR EXPERIMENTAL FIELD AND LAB | 01031 | 13 |
| | PROJECTS: SMALL GROJP DATA COLLECTION: EXCHANGE TAPE | 01031 | 14 |
| | PROJECTS≥DOMESTIC AND FOREIGN+: SCHOOL AND DISTRICT | 01031 | 15 |
| | LIBRARY BANKS: FIELD TRIP OBSERVATIONS: TUTORIAL DESIGNS | 01031 | 16 |
| | ETC -INCLUDES ASSIGNMENT TO CLINICAL SETTING FOR TRIAL | 01031 | 17 |

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|---|---|---|---|
| | IMPLEMENTATION | 01031 | 18 |
| *SETTING | INDEPENDENT COLLEGE | 01031 | 10 |
| *MATERIALS | AMPLIFIERS RECORDERS≥TAPE AND CASSEHES• PORTABLE | 01031 | 5 |
| | MULTITOACK MICRORHONES MULTIDIRECTIONAL DIRECTIONAL REMOTE | 01031 | |
| | SELF-ACTUATED | 01031 | |
| *LEVEL | ALL GRADES | 01031 | 8 |
| *GENERAL | ALL CANDIDATES | 01031 | 7 |
| *HOURS | 1-3. | 01031 | 6 |
| *EVALUATION | -EVALUATION OF SELF -EVALUATION OF CLINIC SETTING DIRECTOR | 01031 | 23 |
| *FILE | SCI-PK INST AUDIO AIDS | 01031 | 9 |

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|---|---|---|---|
| *OBJECTIVES | STUDENT TO GRASP THE NECESSITY OF HISE UTILIZATION AND | 01032 | 17 |
| | STORAGE OF SCIENSE EQUIPMENT | 01032 | 18 |
| *PREREQUISITE | -AWARNESS OF RANGE OF ELEMENTARY SCIENCE PROGRAM NEEDS | 01032 | 19 |
| | -SOME RECOGNITION OF SCHOOL BUDGET LIMITATIONS | 01032 | 20 |
| *EXPERIENCE | UTILIZATION AND STORAGE OF SCIENCE EQUIPMENT AND SUPPLIES | 01032 | 11 |
| | ≥X• -ILLUSTRATED LECTURE-DISCUSSION OF PROBLEMS AND NEEDS | 01032 | 12 |
| | OF EFFICIENT UTILIZATION AND STORAGE. •SPECIALISTS WILL | 01032 | 13 |
| | BE ASKED TO SUBMIT TENTATIVE SOLUTIONS TO PROBLEMS | 01032 | 14 |
| | CONFRONTED IN SOME ACTUAL SCHOOLS -TEXT AND RROJECT- | 01032 | 15 |
| | RELATED (KITS( STUDIED IN THIS MODULE | 01032 | 16 |
| *SETTING | LARGE GROUP COLLEGE | 01032 | 10 |
| *MATERIALS | SLIDES, FILM OR VIDEO TAPE OF REPRESENTATIVE SCHOOL | 01032 | 5 |
| | EQUIPMENT STOCK IN SCIENCE, STORAGE FACILITIES | 01032 | |
| *LEVEL | ALL GRADES | 01032 | 8 |
| *GENERAL | ALL CANDIDATES | 01032 | 7 |
| *HOURS | 1 1/2 | 01032 | 6 |
| *EVALUATION | -PRACTICAL DESIGN OF SPECIALISTS SOLUTION TO PROBLEMS | 01032 | 21 |
| | CITED, -EVALUATION IN PART BASED ON STUDENTS CHOICE OF | 01032 | 22 |
| | (DESIRABLE( ROOM AND SCHOOL DESIGNS COVERING MANY TYPICAL | 01032 | 23 |
| | SCHOOL ENVIRONMENTS | 01032 | 24 |
| *FILE | SCI PK INST UTILT STORAGE X | 01032 | 9 |

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|---|---|---|---|
| *OBJECTIVES | PROCESS OF ORDERING SPECIFIC MATERIALS NEEDED TO IMPLEMENT | 01032 | 16 |
| | A SELECTED TEACHING UNIT AS WELL AS TO STORE IT WITHIN | 01032 | 17 |
| | GIVEN SPACE DIMENSIONS | 01032 | 18 |
| *PREREQUISITE | LARGE GROUP SESSION FOR ORIENTATION ≥X• | 01032 | 19 |
| *EXPERIENCE | UTILIZATION AND STORAGE OF SCIENCE EQUIPMENT AND SUPPLIES | 01032 | 11 |
| | ≥Y• -STUDENT WILL (ORDER( NECESSARY MATERIALS FOR A | 01032 | 12 |
| | TEACHING UNIT•BEING RESPONSIBLE TO MAXIMUMS OF COST, | 01032 | 13 |
| | QUALITY, NUMBER AND STORAGE -UNITS WILL BE PRE-SELECTED BY | 01032 | 14 |
| | 3 LEVELS | 01032 | 15 |
| *SETTING | INDEPENDENT COLLEGE | 01032 | 10 |
| *MATERIALS | SUPPLY HOUSE CATALOGUES, SPECIFICATION SHEETS FOR | 01032 | 5 |
| | EQUIPMENT ASSORTED ORDER FORMS | 01032 | |
| *LEVEL | ALL GRADES | 01032 | 8 |
| *GENERAL | ALL CANDIDATES | 01032 | 7 |
| *HOURS | 1-2 | 01032 | 6 |
| *EVALUATION | CHECK OF MAXIMUMS, COMPLETENESS, ACCURACY ETC. | 01032 | 20 |
| *FILE | SCI-PK INST UTILT STORAGE Y | 01032 | 9 |

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|---|---|---|---|
| *OBJECTIVES | -EMPHASIZE NEED FOR STORING SELECTED SCIENCE MATERIALS FOR | 01033 | 16 |
| | ORGANIZED RETRIEVAL | 01033 | 17 |
| *PREREQUISITE | -RECOGNIZES NEED FOR TEACHER MATERIALS -AWARNESS OF | 01033 | 18 |
| | INDIVIDUAL CHOICE, COMPETENCIES | 01033 | 19 |
| *EXPERIENCE | INDIVIDUAL STORAGE AND RETRIEVAL OF SCIENCE MATERIALS | 01033 | 11 |
| | -DEMONSTRATION OF PROCEDURE WHICH CONVERT BEER CASE CARTON | 01033 | 12 |
| | TO SCIENCE FILE CABINET -PRACTICES OF GROUPING, INDEXING, | 01033 | 13 |

| | | | |
|---|---|---|---|
| | ETC. -RECENT GRADUATE DISPLAYS PERSONAL SCIENCE FOLDER AND DISCUSSES HER USE OF IT | 01033 | 14 |
| | | 01033 | 15 |
| *SETTING | LARGE GROUP COLLEGE | 01033 | 10 |
| *MATERIALS | BEER CASE TRANSPARENCIES FILE FOLDER (HAND OUT GROUPING SUGGESTION | 01033 | 5 |
| | | 01033 | |
| *LEVEL | ALL GRADES | 01033 | 8 |
| *GENERAL | ALL CANDIDATES | 01033 | 7 |
| *HOURS | 1 | 01033 | 6 |
| *EVALUATION | -EXAMINATION OF COMPLETED UNIT CASES LATER IN TERM OR SEMESTER | 01033 | 20 |
| | | 01033 | 21 |
| *FILE | SCI-PK INST FILE STORAGE | 01033 | 9 |

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|---|---|---|---|
| *OBJECTIVES | -COMPETENCY IN WORKING WITH SPECIALIZED MEDIA FOR SCIENCE INSTRUCTION AND EXPERIMENTATION | 01034 | 21 |
| | | 01034 | 22 |
| *PREREQUISITE | CRITICAL NEEDS FOR SCIENCE EXPERIMENTATION, INTRA SCHOOL COMMUNICATION | 01034 | 23 |
| | | 01034 | 24 |
| *EXPERIENCE | SPECIALIZED PROCESSES AND TECHNIQUES TO IMPLEMENT SCIENCE INSTRUCTION -STUDENTS DEVELOP SELF COMPETENCIES IN SPECIALIZED FIELDS OF COMMUNICATION FOR OBVIOUS SCIENCE UTILIZATION - PRESENT + FUTURE TWO SESSIONS-ONE-FOR ORIENTATION SECOND-TO IMPLEMENT BY AEBERAL ASSIGNMENT TO SCHOOL TO USE, ASSIST, DEMONSTRATE, EXPERIMENT. INCLUDED -VIDEO TAPE-PORTABLE AND STUDIO TYPES -CLOSED CIRCUIT SYSTEMS, VIDEO AND AUDIO -XEROX PROCESSING ≥PRINTS AND TRANSPARENCIES+ *SIMPLE FILM PROCESSING - FILM AND PRINTING | 01034 | 11 |
| | | 01034 | 12 |
| | | 01034 | 13 |
| | | 01034 | 14 |
| | | 01034 | 15 |
| | | 01034 | 16 |
| | | 01034 | 17 |
| | | 01034 | 18 |
| | | 01034 | 19 |
| | | 01034 | 20 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS+ COLLEGE | 01034 | 10 |
| *MATERIALS | BLANK | 01034 | 5 |
| *LEVEL | ALL GRADES | 01034 | 8 |
| *GENERAL | SPECIALIST ALL CANDIDATES≥OPTIONAL+ | 01034 | 7 |
| *HOURS | 2 | 01034 | 6 |
| *EVALUATION | ABILITY TO CAPTURE SALIENT FEATURES FOR SCIENCES USE ≥PAPER + PENCIL TEST+ AND POTENTIALS FOR HELPING INSTRUCTIONAL PROCESS | 01034 | 25 |
| | | 01034 | 26 |
| | | 01034 | 27 |
| *FILE | SCI-PK INST COMM. MEDIA S | 01034 | 9 |

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|---|---|---|---|
| *OBJECTIVES | DEVELOPING CONFIDENCE AND COMPETENCE IN USE OF TOOLS USED IN IMPLEMENTING SCIENCE PROJECT WORK | 01035 | 16 |
| | | 01035 | 17 |
| *PREREQUISITE | AWARNESS OF GOALS OF SCIENCE EDUCATION AWARNESS OF NEED FOR TEACHER LEADERSHIP-CONFIDENCE IN PROJECT WORK | 01035 | 18 |
| | | 01035 | 19 |
| *EXPERIENCE | IMPLEMENTING CREATIVE CONSTRUCTION IN SCIENCE ≥X+ -STUDENT BECOMING FAMILIAR WITH COMMON TOOLS AND PROCEDURES FOR USE WITH CHILDREN IN PROJECT WORK -A ORIENTATION TO SIMPLE HAND TOOLS ≥X+ B ORIENTATION TO SIMPLE POWER TOOLS, ≥X+ | 01035 | 11 |
| | | 01035 | 12 |
| | | 01035 | 13 |
| | | 01035 | 14 |
| | | 01035 | 15 |
| *SETTING | LARGE GROUP COLLEGE | 01035 | 10 |
| *MATERIALS | A+ HAMMER, SAW, PLANE, SCREWDRIVER, SAND PAPER, PLIERS, CLAMPS ETC B+ JIG + SABRE SAW, ELECTRIC DRILL, BENCH GRINDER, BANDSAW, LATHE, ETC. | 01035 | 5 |
| | | 01035 | |
| | | 01035 | |
| *LEVEL | ALL GRADES | 01035 | 8 |
| *GENERAL | BLANK | 01035 | 7 |
| *HOURS | 1 1/2-2 | 01035 | 6 |
| *EVALUATION | COUPLED WITH INDIVIDUAL, INDEPENDENT UNIT, STUDENT WILL DEVELOP PROJECT FOR GROUP TEACHING UNTIL AND/OR DISPLAY | 01035 | 20 |
| | | 01035 | 21 |
| *FILE | SCI-PK INST TOOL ORIENT X | 01035 | 9 |

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|---|---|---|---|
| *OBJECTIVES | DEVELOP INDIVIDUAL STUDENT COMPETENCE AND CONFIDENCE IN USE OF TOOLS FOR IMPLEMENTING SCIENCE WITH ELEM PUPILS | 01036 | 16 |
| | | 01036 | 17 |

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*PREREQUISITE LARGE GROUP ORIENTATION TO CREATIVE CONSTRUCTION ≥X↑          01036 18
*EXPERIENCE   IMPLEMENTING CREATIVE CONSTRUCTION IN SCIENCE ≥Y↑ STUDENT    01036 11
              WILL CONSTRUCT OR DEVELOP A (CREATION) TO IMPLEMENT A        01036 12
              MICRO-CELL DEMONSTRATION, VIDEO TAPE OR PROJECT DISPLAY      01036 13
              WHICH REFLECTS AN INSIGHT INTO A PROCESS OR CONCEPT OF       01036 14
              SCIENCE,                                                     01036 15
*SETTING      INDEPENDENT  COLLEGE                                         01036 10
*COMPONENT    PROFESSIONAL USE OF KNOWLEDGE - SCI                          01036  4
*MATERIALS    TOOLS AND WORKING FACILITIES≥SEE LARGE GROUP MODULE↑≥X↑       01036  5
*LEVEL        BLANK                                                        01036  8
*GENERAL      ALL CANDIDATES                                               01036  7
*HOURS        1 1/2                                                        01036  6
*EVALUATION   END OR CONSTRUCTION RESULTING FROM STUDENT EFFORT IN TERMS    01036 19
              OF ITS CONTRIBUTION TO THE LEARNING GOAL ≥IE-DID IT HELP     01036 20
              THE MICRO CELL PRESENTATION↑                                 01036 21
*FILE         SCI-PK  INST  MC TOOL ORIERT Y                               01036  9
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*OBJECTIVES   -DEMONSTRATE USE OF FILMS TO DEVELOP PUPIL INTEREST IN       01037 18
              CONCEPTS AND PROCESS OF SCIENCE                              01037 19
*PREREQUISITE -VALUE AND PLACE OF VICARIOUS EXPERIENCES -INTEREST          01037 20
              PATTERN AND MOTIVATION OF CHILDREN                           01037 21
*EXPERIENCE   UTILIZING SCIENCE FILMS IN DEVELOPING INDIVIDUAL             01037 11
              INTERESTS -DEMONSTRATING HOW SELECTED EXPERIENCES AND        01037 12
              TECHNOLOGICAL SKILLS CAN CHALLENGE THE CHILD ≥TIME LAPSE,    01037 13
              ENLARGEMENT, PSYCHOLOGICAL≥SOUND TRACK ETC↑ -DISCUSSION      01037 14
              WILL BE LIMITED TO BRIEF REACTION OF INDIVIDUAL ≥FILM TO     01037 15
              BE RELAYED TO LIVING UNITS OF INSTITUTION, SHOWN ON          01037 16
              SCHEDULE↑                                                    01037 17
*SETTING      INDEPENDENT  COLLEGE                                         01037 10
*MATERIALS    WORLD OF LIVING THINGS MOODY INSTITUTE FILMS 14 MIN          01037  5
*LEVEL        ALL GRADES                                                   01037  8
*GENERAL      ALL CANDIDATES                                               01037  7
*HOURS        30                                                           01037  6
*EVALUATION   ABILITY TO SELECT AND UTILIZE FILMS IN TOTAL PRESPECTIVE     01037 22
              OF CHILD GROWTH AND LEARNING                                 01037 23
*FILE         SCI-PK  INST  FILM UTILIZ                                    01037  9
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*OBJECTIVES   TO DETERMINE SOME VIEWPOINT ABOUT THE INDIVIDUAL AND THE     01038 16
              GROUP AS A WHOLE.                                            01038 17
*PREREQUISITE CONTACT WITH SCIENCE IN PHYSICAL AND BIOLOGICAL FIELDS.       01038 18
              INTERESTED IN ELEMENTARY TEACHING                            01038 19
*EXPERIENCE   SCIENCE EDUCATION IN THE ELEMENTARY SCHOOL.  A PERSONAL      01038 11
              REVIEW - OBJECTIVE FORM PRETEST COVERING A SAMPLE OF         01038 12
              SCIENCE CONCEPT UNDERSTANDING, CONTEMPORARY DEVELOPMENTS     01038 13
              IN TECHNOLOGY, SCIENCE - INFLUENCED SOCIAL PROBLEMS,         01038 14
              TEACHER IMAGE AND ROLE ETC.                                  01038 15
*SETTING      LARGE GROUP  COLLEGE                                         01038 10
*MATERIALS    OBJECTIVE FORM PRE-TEST                                      01038  5
*LEVEL        ALL GRADES                                                   01038  8
*GENERAL      ALL CANDIDATES                                               01038  7
*HOURS        1                                                            01038  6
*EVALUATION   ≥COMPLETE THE TEST↓↑  SCREENING FUNCTION OR READINESS FOR    01038 20
              SCIENCE EXPERIENCES                                          01038 21
*FILE         SCI-PK  EVALUATION  PRETEST                                  01038  9
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*OBJECTIVES   TO GAIN INSIGHT INTO THE PROCESS OF EVALUATION ESPECIALLY    01039 18
              THOSE OBJECTIVE FORMS PARTICULARLY SUITED TO SCIENCE          01039 19
              EDUCATION                                                    01039 20
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|---|---|---|---|
| *PREREQUISITE | GENERAL THEORY OF EVALUATION AND MEASUREMENT AWARENESS | 01039 | 21 |
| | OF CHILD GROWTH * DEVELOPMENT. OBJECTIVES OF SCIENCE | 01039 | 22 |
| | EDUCATION | 01039 | 23 |
| *EXPERIENCE | ANALYSIS AND EVALUATION OF GROWTH IN SCIENCE EDUCATION | 01039 | 11 |
| | AUTO-TUTORIAL PROGRAM. PRE-SELECTED FORMS AND APPROACHES | 01039 | 12 |
| | TO MEASUREMENT AND EVALUATION. INDIVIDUAL RESPONSES WILL | 01039 | 13 |
| | BE EVALUATED BY COMPUTOR AND FED BACK FOR ALTERNATE OR | 01039 | 14 |
| | SUPPLEMENTARY DECISIONS. PROGRAM WILL INCLUDE | 01039 | 15 |
| | REPRESENTATIVE EVALUATION APPROACHES FROM COMMON CURRICULA | 01039 | 16 |
| | AS WELL AS ESS, SCIS. AAAS ETC. | 01039 | 17 |
| *SETTING | INDEPENDENT COLLEGE | 01039 | 10 |
| $MATERIALS | PROGRAM FOR COMPUTOR MEMORY AND RETRIEVAL. | 01039 | 5 |
| *LEVEL | ALL GRADES | 01039 | 8 |
| *GENERAL | ALL CANDIDATES | 01039 | 7 |
| *HOURS | 1 | 01039 | 6 |
| *EVALUATION | PRINT OUT FROM COMPUTOR ON INDIVIDUAL AND GROUP TOTAL | 01039 | 24 |
| *FILE | SCIENCE PK EVALUATION CONST + FORM | 01039 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO PROVIDE INDIVIDUAL APPRAISAL OF PROGRESS BY COMPARISON | 01040 | 23 |
| | TO GROUP AND INDIVIDUAL [FIT] TO VALUE JUDGEMENTS | 01040 | 24 |
| *PREREQUISITE | PRE TEST PROBABLY MODULE ON ANALYSIS + EVALUATION APPX | 01040 | 25 |
| | 1/3 OF PERIOD COMPLETED | 01040 | 26 |
| *EXPERIENCE | PERSONAL ANALYSIS OF GROWTH IN PREPARING FOR SCIENCE | 01040 | 11 |
| | TEACHING ≥X+ AUTO-TUTORIAL PROGRAM. STUDENT WILL CHECK | 01040 | 12 |
| | PERSONAL PROGRESS OBJECTIVELY APPX 1/3 OF WAY THEN PROGRAM | 01040 | 13 |
| | BY, 1 PUNCHING OUT OR FEEDING 1-5 [KEY CLUB] MULTI-CHOICE | 01040 | 14 |
| | ITEMS INTO COMPUTOR BANK. IN BANK WILL BE QUESTIONS | 01040 | 15 |
| | SUBMITTED BY STAFF AND PREVIOUS STUDENTS. 2 WILL WORK | 01040 | 16 |
| | THRU PROGRAM, ITEM BY ITEM WITH CORRECT RESPONSES BEING | 01040 | 17 |
| | SUPPLIED WHEN STUDENT ERRS. 3 UPON COMPLETION, STUDENT | 01040 | 18 |
| | WILL INDICATE FIVE QUESTIONS TO BE WITHDRAWN INDICATING | 01040 | 19 |
| | WHETHER BECAUSE OF TOPIC, CONSTRUCTION ANSWER. 4 COMPUTOR | 01040 | 20 |
| | WILL POINT OUT RESPONSE OF PREVIOUS STUDENTS TO REMOVAL | 01040 | 21 |
| | AND FREQUENCE OF REASONS | 01040 | 22 |
| *SETTING | INDEPENDENT COLLEGE | 01040 | 10 |
| *MATERIALS | COMPUTOR PROGRAM AND FEATURES ABOVE | 01040 | 5 |
| *LEVEL | ALL GRADES | 01040 | 8 |
| *GENERAL | ALL CANDIDATES | 01040 | 7 |
| *HOURS | 1 | 01040 | 6 |
| *EVALUATION | SELF ANALYSIS PRINT OUT OF COMPUTOR TASK WILL IDENTIFY | 01040 | 27 |
| | WEAKNESS OR STRENGTHS OF INDIV. + GROUP | 01040 | 28 |
| *FILE | SCIENCE-PK EVALUATION 1/3 PROGRESS ≥X+ | 01040 | 9 |

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|---|---|---|---|
| *OBJECTION | ≥SAME AS 1040 MODULE+ | 01041 | 14 |
| *PREREQUISITE | ≥SAME AS 1040 MODULE BUT WITH EXPERIENCE IN X MODULE ADDED | 01041 | 15 |
| *EXPERIENCE | PERSONAL ANALYSIS OF GROWTH IN PREPARING FOR SCIENCE | 01041 | 11 |
| | TEACHING. AUTO-TUTORIAL PROGRAM ≥SAME AS X MODULE EXCEPT | 01041 | 12 |
| | PROGRAMMED FOR STUDENT USE OF 2/3 OF WAY THRU PROGRAM | 01041 | 13 |
| *SETTING | INDEPENDENT COLLEGE | 01041 | 10 |
| *MATERIALS | BLANK | 01041 | 5 |
| *LEVEL | ALL GRADES | 01041 | 8 |
| *GENERAL | GENERALIST | 01041 | 7 |
| *HOURS | 1 | 01041 | 6 |
| *EVALUATION | ≥SAME AS 1040 MODULE+ | 01041 | 16 |
| *FILE | SCIENCE PK EVALUATION 2/3 PROGRESS ≥Y+ | 01041 | 9 |

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|---|---|---|---|
| *OBJECTIVES | RECOGNIZE THE RECEPTION OF WORK AND TEACHING WILL VARY | 01042 | 17 |
| | WITH INDIVIDUAL GROUP AND ENVIRONMENT | 01042 | 18 |

(Pages 259 through 264 are not included in this report)

| | | | |
|---|---|---|---|
| *PREREQUISITE | INDIVIDUAL DIFFERENCES VALUE OF PERSONAL INVOLVEMENT | 01042 | 19 |
| | RECOGNITION OF SELF | 01042 | 20 |
| *EXPERIENCE | PROGRESS IN STUDENT INVOLVEMENT IN SCIENCE CLASS | 01042 | 11 |
| | ACTIVITIES IN THE ELEM. SCHOOL. CUMULATIVE COMMENTS, | 01042 | 12 |
| | REACTIONS, SUGGESTION RECIEVED FROM SCHOOL OR CHILD- | 01042 | 13 |
| | INVOLVED SITUATIONS WHERE STUDENTSS WORK HAS SUBJECTIVE | 01042 | 14 |
| | DIMENSIONS FOR EVALUATION ≥TCHR AND CHILD+. THESE ARE FOR | 01042 | 15 |
| | STUDENT EXAMINATION AND REFLECTION WITH SCIENCE EDUCATOR | 01042 | 16 |
| *SETTING | INDEPENDENT COLLEGE | 01042 | 10 |
| *MATERIALS | BLANK | 01042 | 5 |
| *LEVEL | ALL GRADES | 01042 | 8 |
| *GENERAL | ALL CANDIDATES | 01042 | 7 |
| *HOURS | 1 | 01042 | 6 |
| *EVALUATION | DOES HE RECOGNIZE THE VARIABLE OF INDIVIDUAL AND GROUPS. | 01042 | 21 |
| | DOES HE ACCEPT PERSONAL STRENGTHS + WEAKNESSES | 01042 | 22 |
| *FILE | SCI-PK EVAL CUMULAT COMM | 01042 | 9 |

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|---|---|---|---|
| *OBJECTIVES | EVALUATION OF PERSONAL GROWTH AND DEVELOPMENT ≥STUDENT | 01043 | 20 |
| | AND TEACHER+ | 01043 | 21 |
| *PREREQUISITE | SUGGESTED PROCEDURES HERIN | 01043 | 22 |
| *XPERIENCE | FINAL ANALYSIS AND EVALUATION OF GROWTH IN SCIENCE | 01043 | 11 |
| | EDUCATION, OBJECTIVE INSTRUMENT WITH SPECIFIC | 01043 | 12 |
| | RELATIONSHIP TO: 1.PRETEST ≥SCI. GD IN ELEM SCH+A PERSONAL | 01043 | 13 |
| | REVIEW+ 2 ANALYSIS + EVALUATION OF GROWTH IN SCIENCE | 01043 | 14 |
| | EDUCATION, 3 PERSONAL ANALYSIS OF GROWTH IN PREPARING FOR | 01043 | 15 |
| | SCIENCE TEACHING ≥BOTH 1/3 AND 2/3 STAGES+. COMPUTOR | 01043 | 16 |
| | RETRIEVAL PROGRAM OF ≥2+ + ≥3+ WILL PROVIDE STUDENT | 01043 | 17 |
| | PROGRESS ANALYSIS SO THAT FINAL APPROACH SHOULD NOT BE | 01043 | 18 |
| | REPITITIOUS. | 01043 | 19 |
| *SETTING | LARGE GROUP COLLEGE | 01043 | 10 |
| *MATERIALS | BLANK | 01043 | 5 |
| *LEVEL | ALL GRADES | 01043 | 8 |
| *GENERAL | ALL CANDIDATES | 01043 | 7 |
| *HOURS | 1 | 01043 | 6 |
| *EVALUATION | MATCH OF PERFORMANCE AGAINST PERSONAL ABILITIES AND | 01043 | 23 |
| | OVERALL GROWTH PATTERN OF GROUP | 01043 | 24 |
| *FILE | SCIENCE PK EVALUATION FINAL ANALYSIS | 01043 | 9 |

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|---|---|---|---|
| *OBJECTIVIES | TO GAIN EXPERIENCE WITH FIELD TRIP ACTIVITY TO PRACTICE | 01296 | 16 |
| | CLASSIFYING OBJECTS ACCORDING TO PROPERTIES TO BE | 01296 | 17 |
| | INTRODUCED TO AN SCIS ACTIVITY ≥(AN OBJECT HUNTS+ | 01296 | 18 |
| *PREREQUISITE | LESSON ON PROPERTIES. | 01296 | 19 |
| *EXPERIENCE | EACH STUDENT WILL BE GIVEN A PAPER BAG. THE GROUP TAKES | 01296 | 11 |
| | THESE ON AN (OBJECT HUNT(, AND EACH ONE COLLETS TEN ITEMS. | 01296 | 12 |
| | ≥THE TRIP CAN BE TAKEN IN ANY SURROUNDINGS.+ STUDENTS | 01296 | 13 |
| | THEN RETURN TO THE CLASSROOM AND SORT WHATEVER THEYSVE | 01296 | 14 |
| | COLLECTED INTO GROUPS ACCORDING TO SOME PROPERTY ≥IES.+ | 01296 | 15 |
| *SETTING | LARGE GROUP COLLEGE | 01296 | 10 |
| *MATERIALS | PAPER BAGS | 01296 | 5 |
| *LEVEL | GRADES 1-4 | 01296 | 8 |
| *GENERAL | ALL CANDIDATES | 01296 | 7 |
| *HOURS | 1 | 01296 | 6 |
| *EVALUATION | 10 COLLECTED OBJECTS SORTING THESE OBJECTS INTO GROUPS | 01296 | 20 |
| | ACCORDING TO SOME PROPERTY. | 01296 | 21 |
| *FILE | MATTER CLASSIFY SCIS | 01296 | 9 |

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|---|---|---|---|
| *OBJECTIVES | TO BECOME FAMILIAR WITH THE METRIC SYSTEM TO MEASURE | 01297 | 19 |
| | VARIOUS LENGTHS OF PAPER STRIPS USING METRIC RULERS. | 01297 | 20 |

| | | |
|---|---|---|
| *PREREQUISITE | BLANK | 01297 21 |
| *EXPERIENCE | A DEMONSTRATED LECTURE CAN BE GIVEN TO INTRODUCE THE STUDENTS TO VARIOUS MEASURES IN THE METRIC SYSTEM. A LITER FLASK CAN BE COMPARED WITH A QUART BOTTLE. A METER STICK TO A YARDSTICK. THESE ROUGHLY SIMILAR MEASURES CAN BE USED TO GIVE THE STUDENTS AN IDEA OF HOW BIG THESE METRIC UNITS ARE. DISCUSS THE NATURE OF THE METRIC SYSTEM. SHOW BEAKERS OF VARIOUS VOLUMES. USE THE METRIC SYSTEM CHART AS AN A-V AID. | 01297 11<br>01297 12<br>01297 13<br>01297 14<br>01297 15<br>01297 16<br>01297 17<br>01297 18 |
| *SETTING | LARGE GROUP COLLEGE | 01297 10 |
| *MATERIALS | VARIOUS VOLUME BEAKERS, METER STICK, METRIC SYSTEM CHART, METRIC RULERS, PAPER | 01297 5<br>01297 |
| *LEVEL | ALL GRADES | 01297 8 |
| *GENERAL | ALL CANDIDATES | 01297 7 |
| *HOURS | .5 | 01297 6 |
| *EVALUATION | EACH STUDENT WILL WRITE HOW MANY MM/M, CM/M, ETC, EACH WILL BE GIVEN THREE STRIPS OF PAPER TO BE MEASURED AND LENGTH RECORDED TO THE NEAREST MM. | 01297 22<br>01297 23<br>01297 24 |
| *FILE | PHYS. SCI. MEASUREMENT MATTER | 01297 9 |

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|---|---|---|
| *OBJECTIVES | TO DESCRIBE VARIOUS THERMOMETERS AND THEIR USES. | 01298 13<br>01298 14 |
| *PREREQUISITE | BLANK | 01298 11 |
| *EXPERIENCE | VIEW THE FILM MEASURING TEMPERATURE ≥YOUNG AMERICA FILMS, 11 MIN.↑ | 01298 12<br>01298 10 |
| *SETTING | LARGE GROUP COLLEGE | 01298 5 |
| *MATERIALS | BLANK | 01298 8 |
| *LEVEL | ALL GRADES | 01298 7 |
| *GENERAL | ALL CANDIDATES | 01298 6 |
| *HOURS | 15 | 01298015 |
| *EVALUATION | EACH STUDENT WILL NAME THREE DIFFERENT THERMOMETERS AND BRIEFLY DESCRIBE EACH. | 01298 16 |
| *FILE | PHYS. SCI. TEMPERATURE MEASUREMENT | 01298 9 |

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|---|---|---|
| *OBJECTIVES | TO LEARN THE THREE METHODS OF HEAT TRANSFER CONDUCTION, CONVNCTION, RADIATION. | 01299 12<br>01299 13 |
| *PREREQUISITE | BLANK | 01299 14 |
| *EXPERIENCE | VIEW THE FILM HEAT-ITS NATURE AND TRANSFER ≥EB, 12MIN.↑ | 01299 11 |
| *SETTING | LARGE GROUP COLLEGE | 01299 10 |
| *MATERIALS | FILM, PROJECTOR, SCREEN | 01299 5 |
| *LEVEL | ALL GRADES | 01299 8 |
| *GENERAL | ALL CANDIDATES | 01299 7 |
| *HOURS | 15 | 01299 6 |
| *EVALUATION | EACH STUDENT WILL WRITE THE THREE METHODS OF TRANSFER AND GIVE ONE EXAMPLE OF EACH. | 01299 15<br>01299 16 |
| *FILE | PHYS. SCI. HEAT TRANSFER | 01299 9 |

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|---|---|---|
| *OBJECTIVES | TO RECOGNIZE VARIATION IN NUMBER OF PEAS/POD TO GAIN EXPERIENCE WITH A HISTOGRAM TO PREDICT FROM COLLECTED DATA | 01300 19<br>01300 20<br>01300 21 |
| *PREREQUISITE | BLANK | 01300 11 |
| *EXPERIENCE | EACH STUDENT WILL TAKE THREE PEA PODS AND A PAPER PLATE. OPEN EACH POD AND RECORD THE NUMBER OF PEAS IN IT. Q. [DO ALL PODS HAVE THE SAME NUMBER OF PEAS ~[ INTRODUCE THE IDEA OF A HISTOGRAM TO RECORD ALL FINDINGS. ≥PLACE A NUMBER LINE ON THE LOARD AND PLACE AN [X[ FOR EACH POD OVER THE APPROPRIATE NUMBER-OF PEAS↑. EACH STUDENT CAN MAKE A COPY. HAVE THE STUDENTS STUDY THE HISTOGRAM. Q. [HOW MANY PEAS DO YOU PREDICT ARE IN THIS UNOPENED POD~[ | 01300 12<br>01300 13<br>01300 14<br>01300 15<br>01300 16<br>01300 17<br>01300 18 |
| *SETTING | LARGE GROUP COLLEGE | 01300 10 |
| *MATERIALS | FRESH PEA PODS ≥0/STUDENT, PLUS EXTRAS↑ | 01300 5 |
| *LEVEL | ALL GRADES | 01300 8 |
| *GENERAL | ALL CANDIDATES | 01300 7 |
| *HOURS | .5 | 01300 6 |
| *EVALUATION | CONSTRUCTION OF A HISTOGRAM PREDICTION OF NUMBER OF PEAS IN UNOPENED PODS. | 01300 22<br>01300 23 |
| *FILE | VARIATION HISTOGRAM PREDICTING | 01300 9 |

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|---|---|---|
| *OBJECTIVES | TO CONSTRUCT A MODEL REPRESENTING GEOLOGIC TIME | 01301 22 |
| *PREREQUISITE | MODULES ON TIME | 01301 23 |
| *EXPERIENCE | THE STUDENT SHOULD BE PROVIDED WITH A TABLE LISTING EVENTS | 01301 11 |
| | IN TIME FROM THE PRESENT TO THE EARTHSS BEGINNING EVENTS | 01301 12 |
| | SUCH AS ICE AGE, BEGINNING OF MAN OR MAN-LIKE ANIMALS. | 01301 13 |
| | OLDEST YOCKS, JELLY FISH ETC SHOULD BE GIVEN RATHER THAN | 01301 14 |
| | NAMES OF PERIODS OR EPOCHS. DATES OR BEST KNOWN | 01301 15 |
| | APPROXIMATIONS SHOULD BE GIVEN. THE STUDENT SHOULD CHOOSE | 01301 16 |
| | A SCALE EG, 1M % 1 BILLION YEARS, AND PLOT THE DATE FROM | 01301 17 |
| | PRESENT YEARS TO THE BEGINNING OF THE EARTH ON THE | 01301 18 |
| | ADDING-MACHINE TAPE. HE MAY WISH TO PLOT THE MOST RECENT | 01301 19 |
| | MILLION YEARS USING A DIFFERENT SCALE. E.G. 1M % 1 | 01301 20 |
| | MILLION YEARS | 01301 21 |
| *SETTING | INDEPENDENT COLLEGE | 01301 10 |
| *MATERIALS | 5 M ADDING-MACHINE TAPE, METER STICK | 01301 5 |
| *LEVEL | ALL GRADES | 01301 8 |
| *GENERAL | GENERALIST | 01301 7 |
| *HOURS | 1 | 01301 6 |
| *EVALUATION | THE STUDENT SHOULD COMPLETE THE MODEL | 01301 24 |
| *FILE | CHANGE GEO SCI TIME | 01301 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT WILL DETERMINE THE CIRCUMFERENCE OF A GLOBE | 01302 24 |
| | USING THE HISTORICAL METHOD BY WHICH ERATOSTHENES FIRST | 01302 25 |
| | MEASURED THE CIRCUMFERENCE OF THE EARTH | 01302 26 |
| *PREREQUISITE | PREVIOUS MODULE ON ALTERNATE INTERIOR ANGLES | 01302 27 |
| *EXPERIENCE | DISCUSS THE METHOD ORIGINATED BY ERATOSTHENES TO ESTIMATE | 01302 11 |
| | THE CIRCUMFERENCE OF THE EARTH. DISCUSS THE ASSUMPTIONS | 01302 12 |
| | THAT THE EARTH IS A SPHERE AND THAT RAYS FROM THE SUN ARE | 01302 13 |
| | PARALLEL. DARKEN THE ROOM AND USE A STRONG ARTIFICIAL | 01302 14 |
| | LIGHT SOURCE OR ≥PREFERABLY, USE DIRECT SUNLIGHT. USE THE | 01302 15 |
| | SUCTION CUPS TO MOUNT THE 10CM RODS TO THE GLOBE SO THAT | 01302 16 |
| | THEY ARE EXTENSIONS OF RADII ≥PERPENDICULAR↑ USE THE | 01302 17 |
| | PROTRACTOR TO MEASURE THE ANGLE COST BY THE SHADOW OF ONE | 01302 18 |
| | OF THE RODS, ≥A↑ THE OTHER ROD SHOULD BE PLACED WHERE IT | 01302 19 |
| | CASTS NO SHADOW. MEASURE THE DISTANCE BETWEEN RODS ≥D↑. | 01302 20 |
| | THEN CALCULATE DISTANCE AROUND GLOBE ≥D↑ D/D % ANGLE OF | 01302 21 |
| | FULL CIRCLE A/ANGLE A. DETERMINE ERROR. RELATE METHOD | 01302 22 |
| | TO DET≤G CIRCUMFERENCE OF EARTH. | 01302 23 |
| *SETTING | INDEPENDENT COLLEGE | 01302 10 |
| *MATERIALS | GLOBE, FLEXIBLE SCALE, 10 CM RODS ≥2↑, SUCTION CUPS FOR | 01302 5 |
| | RODS, PROTRACTOR | 01302 |
| *LEVEL | ALL GRADES | 01302 8 |
| *GENERAL | GENERALIST | 01302 7 |
| *HOURS | 1 | 01302 6 |
| *EVALUATION | THE VALUE CALCULATED FOR THE CIRCUMFERENCE OF THE GLOBE | 01302 28 |
| | SHOULD BE CORRECT TO WITHIN 10(. | 01302 29 |
| *FILE | MATTER GEO SCI SHAPE | 01302 9 |

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|---|---|---|
| *OBJECTIVES | TO MEASURE AND DETERMINE THE EQUALITY OF ALTERNATE | 01303 17 |
| | INTERIOR ANGLES | 01303 18 |
| *PREREQUISITE | BLANK | 01303 19 |
| *EXPERIENCE | THE STUDENT SHOULD DRAW PARALLEL LINES OR USE LINED | 01303 11 |
| | NOTEBOOK. HE SHOULD THEN DRAW SEVERAL DIAGONALS OF | 01303 12 |
| | DIFFERENT SLOPES ACROSS THE PARALLEL LINES NEXT MEASURE | 01303 13 |
| | OPPOSITE INTERIOR ANGLES WITH A PROTRACTOR AND SEE THAT | 01303 14 |
| | THEY ARE EQUAL. ALTERNATELY CUT OUT ONE OF THE PAIR OF | 01303 15 |
| | ANGLES AND SUPERIMPOSE IT ON THE OTHER. | 01303 16 |
| *SETTING | INDEPENDENT COLLEGE | 01303 10 |
| *MATERIALS | PROTRACTOR, OR SCISSORS | 01303 5 |
| *LEVEL | ALL GRADES | 01303 8 |
| *GENERAL | GENERALIST | 01303 7 |
| *HOURS | 1/4 | 01303 6 |
| *FILE | MATTER GEO SCI SHAPE | 01303 9 |

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|---|---|---|---|
| *OBJECTIVES | TO MAKE A MODEL OF THE SOLAR SYSTEM WHICH DEMONSTRATES | 01304 | 22 |
| | THE VAST AMOUNT OF EMPTY SPACE IN THE SOLAR SYSTEM AND THE | 01304 | 23 |
| | RELATIVE DISTANCES BETWEEN PLANETS. | 01304 | 24 |
| *PREREQUISITE | BLANK | 01304 | 25 |
| *EXPERIENCE | THE STUDENT SHOULD BE PROVIDED WITH A TABLE OF DATA | 01304 | 11 |
| | LISTING THE DISTANCE OF EACH OF THE PLANETS FROM THE SUN | 01304 | 12 |
| | ≥IN A.V.+ AND THE DIAMETER OF EACH PLANET, ≥AND SUN+ THE | 01304 | 13 |
| | STUDENT SHOULD CHOOSE A SCALE AND CONVERT THE DISTANCES | 01304 | 14 |
| | TO METERS AND THE SUN AND PLANET DIAMETERS TO MILLIMETERS. | 01304 | 15 |
| | THE DISTANCES SHOULD THEN BE MARKED OFF ON THE ADDING | 01304 | 16 |
| | MACHINE TAPE AND THE PLANETS AND SUN REPRESENTED BY | 01304 | 17 |
| | CIRCLES OF APPRORRIATE SIZE DISCUSS THE FACT THAT THE | 01304 | 18 |
| | PLANETS DO NOT LINE UP AS SHOWN ON THE TAPE BUT SHOULD BE | 01304 | 19 |
| | SHOWN ON A PAPER 80M IN DIAMETER. DISCUSS TIME REQUIRED | 01304 | 20 |
| | FOR TRAVEL BETWEEN PLANETS | 01304 | 21 |
| *SETTING | INDEPENDENT COLLEGE | 01304 | 10 |
| *MATERIALS | 40 M ADDING MACHINE TAPE, METER STICK, MM RULER | 01304 | 5 |
| *LEVEL | ALL GRADES | 01304 | 8 |
| *GENERAL | GENERALIST | 01304 | 7 |
| *HOURS | 1/2 | 01304 | 6 |
| *EVALUATION | STUDENT SHOULD COMPLETE CONSTRUCTION OF THE MODEL | 01304 | 26 |
| *FILE | ASTRONOMY PLANETS MATTER | 01304 | 9 |

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|---|---|---|---|
| *OBJECTIVES | THE STUDENT SHOULD EXPERIENCE SOME OF THE DIFFICULTIES | 01305 | 19 |
| | INVOLVED IN ORDERING RELATIVE EVENTS IN TIME. | 01305 | 20 |
| *PREREQUISITE | NONE | 01305 | 21 |
| *EXPERIENCE | EACH STUDENT SHOULD LIST THREE EVENTS IN HIS LIFE IN | 01305 | 11 |
| | CHRONOLOGICAL ORDER OMITTING THE SPECIFIC DATES. E.G. | 01305 | 12 |
| | ACCIDENT, TRIP, STARTING SCHOOL, SPECIAL GIFT ETC. THE | 01305 | 13 |
| | STUDENT SHOULD ADD TO HIS LIST THE EVENTS LISTED BY TWO OF | 01305 | 14 |
| | HIS CLASSMATES, AND THEN ATTEMPT TO PLACE ALL NINE EVENTS | 01305 | 15 |
| | IN ORDER OF OCCURENCE. HE SHOULD EXAMINE THE DIFFICULTIES | 01305 | 16 |
| | INVOLVED IN ORDERING THE EVENTS AND SHOULD MAKE AN | 01305 | 17 |
| | ESTIMATE OF THE TIME SPAN BETWEEN EVENTS | 01305 | 18 |
| *SETTING | LARGE GROUP COLLEGE | 01305 | 10 |
| *MATERIALS | BLANK | 01305 | 5 |
| *LEVEL | ALL GRADES | 01305 | 8 |
| *GENERAL | GENERALIST | 01305 | 7 |
| *HOURS | 1/3 | 01305 | 6 |
| *EVALUATION | THE STUDENT SHOULD IDENTIFY THOSE EVENTS HE CANNOT ORDER. | 01305 | 22 |
| | FOR ORDERED EVENTS HE SHOULD ANSWER THE QUESTIONS 1+ | 01305 | 23 |
| | APPROXIMATELY HOW MUCH TIME ELAPSED BETWEEN EVENTS AND 2+ | 01305 | 24 |
| | IS THE TIME INTERVAL BETWEEN EVENTS THE SAME | 01305 | 25 |
| *FILE | CHANGE PHYS SCI TIME | 01305 | 9 |

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|---|---|---|---|
| *OBJECTIVES | THE STUDENT SHOULD BE ABLE TO IDENTIFY AND CITE | 01306 | 21 |
| | EXAMPLES OF SHARP AND DIFFUSE INTERFACES, AND PREDICT THE | 01306 | 22 |
| | EFFECT OF A CHANGE IN SCALE OF OBSERVATION ON THE | 01306 | 23 |
| | ABRUPTNESS OF AN INTERFACE | 01306 | 24 |
| *PREREQUISITE | BLANK | 01306 | 25 |
| *EXPERIENCE | DEFINE AN INTERFACE AND DISCUSS INTERFACES WITH SHARP AND | 01306 | 11 |
| | DIFFUSE BOUNDARIES. MANY EXAPLES OF SHARP INTERFACES CAN | 01306 | 12 |
| | BE FOUND IN THE IMMEDIATE ENVIRONMENT. DIFFUSE INTERFACES | 01306 | 13 |
| | CAN BE ILLUSTRATED BY IMMERSING A SPONGE IN WATER, PLACING | 01306 | 14 |
| | A CHUNK OF HALITE OR A COLORED ICE CUBE IN WATER. | 01306 | 15 |
| | PHOTOGRAPHS OF FOGS, CLOUDS, GALAXIES, LAKE OR OCEAN | 01306 | 16 |
| | BOTTOMS, DUST STORM ETC CAN BE SHOWN. DISCUSS THE EFFECT | 01306 | 17 |
| | OF OBSERVING THE SAME INTERFACE AT DIFFERENT SCALES. | 01306 | 18 |
| | ≥VERY CLOSE OBSERVATION -MICROSCOPE, ELECTRON MICROSCOPE | 01306 | 19 |
| | OR AT GREAT DISTANCE.+ | 01306 | 20 |
| *SETTING | LARGE GROUP COLLEGE | 01306 | 10 |
| *MATERIALS | PHOTOGRAPHS AS ABOVE, SPONGE, HALITE, COLORED ICE CUBE | 01306 | 5 |
| *LEVEL | ALL GRADES | 01306 | 8 |
| *GENERAL | GENERALIST | 01306 | 7 |
| *HOURS | 1 | 01306 | 6 |
| *EVALUATION | THE STUDENT SHOULD BE ABLE TO IDENTIFY AND GIVE EXAMPLES | 01306 | 26 |

| | | |
|---|---|---|
| | OF SHARP AND DIFFUSE INTERFACES. HE SHOULD PREDICT THE | 01306 27 |
| | EFFECT OF OBSERVING AT A LARGER OR SMALLER SCALE ON THE | 01306 28 |
| | ABRUPTNESS OF THE INTERFACE | 01306 29 |
| *FILE | CHANGE GEO SCI INTERFACE | 01306 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT WILL OBSERVE VISUAL EVIDENCE IN SUPPORT OF THE | 01307 19 |
| | KINETIC-MOLECULAR THEORY ≥BROWNIAN MOTION+ | 01307 20 |
| *PREREQUISITE | THE STUDENT SHOULD BE ABLE TO STATE THE KINETIC-MOLECULAR | 01307 21 |
| | THEORY OF MATTER. THE STUDENT SHOULD KNOW HOW TO USE A | 01307 22 |
| | LOW POWER MICROSCOPE | 01307 23 |
| *EXPERIENCE | 1. LABORATORY - THE STUDENT WILL OBSERVE THE MOVEMENT OF | 01307 11 |
| | FINE CARBON PARTICLES IN A DILUTE SOLUTION OF INDIA INK | 01307 12 |
| | USING A MICROSCOPE. HE CAN RECORD HIS OBSERVATIONS IN A | 01307 13 |
| | SERIES OF DRAWINGS ≥10+ SHOWING C PARTICLES AS CIRCLES AND | 01307 14 |
| | USING ARROWS TO INDICATE COLLISIONS AND CHANGES IN | 01307 15 |
| | DIRECTION 2. DISCUSSION - THE STUDENTS SHOULD OFFER | 01307 16 |
| | EXPLANATIONS FOR THE OBSERVED ERRATIC MOTION OF THE | 01307 17 |
| | PARTICLES IN TERMS OF THE KINETIC - MOLECULAR THEORY. | 01307 18 |
| *SETTING | BLANK | 01307 10 |
| *MATERIALS | DILUTE SOLN. OF INDIA INK, MICROSCOPE ≥LOWPOWER+ | 01307 5 |
| *LEVEL | ALL GRADES | 01307 8 |
| *GENERAL | GENERALIST | 01307 7 |
| *HOURS | 1/2 | 01307 6 |
| *EVALUATION | THE STUDENT SHOULD BE ABLE TO EXPLAIN THE MOTION OF THE | 01307 24 |
| | VISIBLE C PARTICLES IN TERMS OF THE INCESSANT AND | 01307 25 |
| | UNEQUAL BOMBARDMENT OF THE MOLECULES OF WATER IN WHICH | 01307 26 |
| | THEY ARE SUSPENDED. | 01307 27 |
| *FILE | MATTER PHYS. SCI. KINETIC-MOL THEORY | 01307 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT SHOULD BE ABLE TO NAME THE FOUR MAJOR THEORIES | 01308 16 |
| | ≥ABOVE+ OF THE ORIGIN OF THE MOON AND SHOULD BE ABLE TO | 01308 17 |
| | DISCUSS THE EVIDENCE FOR AND WEAKNESS OF AT LEAST TWO. | 01308 18 |
| *PREREQUISITE | BLANK | 01308 19 |
| *EXPERIENCE | THE STUDENT WILL ATTEND A LECTURE AND DISCUSSION ON THE | 01308 11 |
| | FOUR MAJOR THEORIES OF THE ORIGIN OF THE MOON. 1+ DOUBLE | 01308 12 |
| | PLANET ORIGIN 2+ MOON TORN FROM EARTH 3+ CAPTURE THEORY 4+ | 01308 13 |
| | MANY-MOON GROWTH THE EVIDENCE FOR AND WEAKNESSES OF EACH | 01308 14 |
| | THEORY SHOULD BE DISCUSSED | 01308 15 |
| *SETTING | LARGE GROUP COLLEGE | 01308 10 |
| *MATERIALS | NONE | 01308 5 |
| *LEVEL | ALL GRADES | 01308 8 |
| *GENERAL | GENERALIST | 01308 7 |
| *HOURS | 1/2 | 01308 6 |
| *EVALUATION | THE STUDENT SHOULD NAME THE FOUR THEORIES. HE SHOULD BE | 01308 20 |
| | PREPARED TO DISCUSS TWO OF THEM ≥HIS OWN CHOICE+ GIVING | 01308 21 |
| | EVIDENCE AND WEAKNESSES. | 01308 22 |
| *FILE | MATTER GEO SCI HISTORY | 01308 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT SHOULD GAIN INSIGHT INTO THE RELATIONSHIPS | 01309 24 |
| | AMONG THE EARTH, SUN AND MOON THAT PRODUCE LUNAR PHASES. | 01309 25 |
| | HE SHOULD GAIN EXPERIENCE IN PLOTTING DATA ON CIRCULAR | 01309 26 |
| | GRAPH PAPER | 01309 27 |
| *PREREQUISITE | PREVIOUS MODULE ON ANGULAR DIAMETER | 01309 28 |
| *EXPERIENCE | SEE ESCP INVESTIGATING THE EARTH APPENDIX E PART 2 THIS | 01309 11 |
| | IS A TABLE OF DATA WHICH INDICATES THE CELESTIAL LONGITUDE | 01309 12 |

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|---|---|---|
| | OF THE MOON, ITSS DISTANCE FROM THE EARTH AS DETERMINED | 01309 13 |
| | FROM ITS ANGULAR DIAMETER AND THE CELESTIAL LONGITUDE OF | 01309 14 |
| | THE SUN FOR A ONE MONTH PERIOD. RELATE THE DATA TO | 01309 15 |
| | ANGULAR DIAMETER ≥PREVIOUS MODULE, AND EXPLAIN PLOTTING OF | 01309 16 |
| | THESE DADA ON CIRCULAR GRAPH PAPER. USING A DRAWING | 01309 17 |
| | COMPASS THE STUDENT SHOULD DRAW THE BEST ORBIT THROUGH ALL | 01309 18 |
| | THE MOONSS POSITIONS AND EXPLAIN HIS RESULTS. HE SHOULD | 01309 19 |
| | INDICATE ON THE GRAPH THE POSITION OF THE MOON AT FULL | 01309 20 |
| | PHASE, QUARTER PHASE AND NEW PHASE. HE SHOULD INDICATE | 01309 21 |
| | POSITIONS WHERE ECLIPSES MIGHT OCCUR AND PREDICT THE | 01309 22 |
| | POSITION OF THE NEXT FULL MOON. | 01309 23 |
| *SETTING | INDEPENDENT COLLEGE | 01309 10 |
| *MATERIALS | POLAR COORDINATE GRAPH PAPER, DRAWING COMPASS | 01309 5 |
| *LEVEL | ALL GRADES | 01309 8 |
| *GENERAL | GENERALIST | 01309 7 |
| *HOURS | 1 | 01309 6 |
| *EVALUATION | THE STUDENTSS GRAPH SHOULD BE CORRECTLY PLOTTED, | 01309 29 |
| | POSITIONS OF THE MOONSS PHASES AND POSSIBLE ECLIPSE ZONES | 01309 30 |
| | SHOULD BE INDICATED. | 01309 31 |
| *FILE | INTERACTION GEO SCI GRAPHING | 01309 9 |

## PROFESSIONAL USE OF KNOWLEDGE

## MATHEMATICS

The central and galvanizing aim of a teacher education program is to develop individuals who are proficient in instruction. Such proficiency requires that the individual:

1. Have command of that which is to be taught--content.

2. Be cognizant of psychological and social variables that affect the learning potential of the pupil or learner.

3. Be able to create a setting or milieu in which the identified instructional objectives are most likely to be attained. Variables to be considered in the milieu are:

    a. instructional materials and equipment

    b. teacher role and behavior

    c. pupil intellectual needs

    d. content organizations

### OBJECTIVES

Within the context of the central aim of the teachers, the education program and the dimensions of instructional proficiency, the mathematics component of this program accepts the responsibility for:

1. The student's acquisition of content proficiency, which includes both learning the mathematics

and learning to teach the mathematics.

2. The student's development of the skill needed to create a setting in which the identified instructional objectives are most likely to be attained.

Learning the mathematics is the primary objective of the mathematics component of Scholarly Modes of Knowledge. Learning to teach the mathematics and to create an instructional setting favorable for learning objectives is the objective of the Professional Use of Knowledge. Attainment of these identified objectives for instructional proficiency is based upon the following hypotheses and accompanying rationale.

HYPOTHESES: CONTENT

Hypothesis 1.0 Sufficient command of the content for the beginning teacher who is proficient in instruction would be:

1. to know
2. to comprehend given mathematical concepts
3. to use these learned concepts in teaching elementary school mathematics,

Bloom's Taxonomy of Educational Objectives: Cognitive Domain[1] is the source from which the notion of levels of knowledge springs. An implication emanating from the above hypothesis is that the analysis, synthesis, and evaluation levels of the taxonomy, in regard to the mathematics, are left to the experienced teacher, the graduate student and the professor. The knowledge and comprehension level represent

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[1]B. S. Bloom, Taxonomy of Educational Objectives: Cognitive Domain (New York: David McKay, 1956).

the student's learning of mathematics and the use (or application) level represents the student's learning to teach the mathematics.

Hypothesis 1.1 The knowledge level can satisfactorily be attained in the typical college or university class session characterized by a lecture which may be supplemented with films or other contemporary instructional media.

Hypothesis 1.2 The comprehension level is attained through a series of laboratory experiences in which the trainee works on an individual basis to complete a set of activities related to the objectives identified for attainment of the knowledge level.

To use Piagetian terms, the laboratory experiences should aid the student in assimilating and accommodating the mathematical concepts into his gestalt.[2]

Hypothesis 1.3 The application level can be attained through a series of experiences occurring in a class, laboratory, or clinical setting.

The class activity is best described as a group experience with a professor generating the discussion, presentation, and demonstration. The laboratory activity may be an individual or group experience usually occurring in such facilities as the undergraduate library, science-mathematics teaching center, mathematics laboratory or instructional resources center. Laboratory facilities would include materials such as geoboards, Cuisenaire Rods, and elementary text series. The

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[2]J.H. Flavell, The Developmental Psychology of Jean Piaget, (Princeton, N. J.: D. Van Nostrand, 1963).

clinical activity is an experience with the elementary pupil(s) with an identified instructional objective for the pupil(s) to attain.

HYPOTHESES: LEARNER

The mathematics segment of this teacher education program does not assume responsibility for the student's attainment of psychological and social variables affecting human learning. However, the following hypothesis represents the position of mathematics education relative to the learner and to the mathematics content.

Hypothesis 2.0 The mathematics content for students preparing to teach children ages 3-5, 6-10, or 11-13 in various socio-economic settings should be basically the same.

This hypothesis is based on the premises that:

1. The learner is first and foremost a human being.

2. The teacher of pupils ten years of age should know as much about the social and psychological learning variables of those children as does the teacher of pre-school children.

3. Effective instruction in a given socio-economic setting is primarily attained through actual teaching experience in that setting. The student has some latitude in choosing the clinical experiences he wishes to have with children; i.e. he can choose a given age group from a given socio-economic setting.

HYPOTHESES: MILIEU

Hypothesis 3.0 To be proficient in creating a setting conducive to learning, the student should be skilled in providing the following types of instructional activities for elementary pupils:

1. Group instruction where the teacher is the overt activity leader,

2. Group activities where each pupil completes the same task,

3. Individual activities where a pupil works on a project, topic, or task that his peers may or may not be concerned with.

Since our educational system is based on the notion of one teacher to several pupils, some group instruction is certainly defensible. Further, there is no question that a significant amount of learning can and does occur during group listening, verbal interaction, and informal behavior.

Group activities that compare a pupil with his peers may be highly questionable in the present educational era. However, success in most human endeavors entails a factor of competition, hence the inclusion of some activities that are competitive in nature.

Hypothesis: 3.1 To be proficient in creating a setting conducive to learning, the student should be skilled in organizing specific content for presentation to elementary pupils:

1. Deductively,

2. Inductively.

Certain content to be presented to certain pupils by certain teachers can most effectively be presented by giving the generalization and then examining some of the inherent specifics. Conversely other content to be presented to other pupils by other teachers can most effectively be presented by proceeding from the specific to the general--inductively.

Hypothesis: 3.2 To be proficient in creating a setting conducive to learning, the student should be skilled in the use of:

1. Didactic (telling),

2. Socratic (discover) teaching approaches.[3]

If individual differences are recognized among pupils and among teachers, then not all pupils nor all teachers perform best with the discovery approach. Therefore the teacher should be able to use either the didactic, the Socratic or a combination of the two approaches.

Hypothesis: 3.3 To be proficient in creating a setting conducive to learning, the student should be skilled in developing concepts with pupils from activities that utilize:

1. Concrete materials (enactive),

2. Semi-concrete materials (iconic),

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[3]P. E. Lanier, "A Study of Creativity, Intelligence and Discovery Teaching as Related to Performance in Elementary School Mathematics." Unpublished Doctoral Dissentation-University Microfilms, 1967.

3. Abstract symbols (symbolic).[4]

The teacher should know the stages of intellectual development of his pupils and should select instructional materials and equipment that are compatible with that stage and conducive to attaining the identified objective.

Hypothesis: 3.4 Proficiency in creating a setting conducive to learning, involves consideration of the variables in Hypotheses 3.0 to 3.3, thoughtful selection from them, and combination of those selected with appropriate modular experiences per Hypothesis 1.3.

If the student is to teach as suggested, he should be likewise taught. Further, he should have the opportunity to engage in clinical activities with different variables receiving emphasis at different times.

ANALYTIC SKILLS

The study of the structure of a mathematics system possesses inherent potential for the development of a student's analytic skills. The "axiomatic method"--characterized by the use of "undefined terms"--which underlies the notion of structure as applied to a mathematical system can be used in realms other than mathematics where semblance of order among ideas, facts, decisions, hypotheses, and problems is deemed important.

Hence the study of mathematical system, e.g., whole number system, ring of polynomials, and finite provides the student with a method of organizing bits of related knowledge, be it mathematical, scientific, or sociological in nature. Another example of the usefulness of mathematics in

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[4] J. S. Bruner, Toward a Theory of Instruction (Cambridge, Mass.: Harvard U. Press, 1966).

developing analytic skills is the use of the variable and the symbol in expressing mathematical sentences. This provides the student with experience that should have significant value in the translation of a practical problem into algebraic language, a value especially relevant to today's ever increasing use of the computer and other technological devices. A corollary to the use of mathematical language and symbolization as an asset to the student's development of analytic skills is the "logical thinking" involved in solving a mathematical problem. Certainly the skill developed in the use of deductive and inductive reasoning should have some transfer to the reasoning required in solving other problems.

The following are representative of some of the more specific cognitive skills required of a student studying mathematics education:

1. Problem formulation,
2. Problem analysis,
3. Evaluation of the sufficiency of data,
4. Evaluation of the relevance of a possible solution,
5. Precision in the use of language,
6. Inductive and deductive reasoning.

## OVERVIEW OF THE CONTENT

The content of the mathematics segment of a student's program should reflect the content of the present elementary school mathematics programs and, in so far as is possible, those projected for the immediate future. Today's programs and proposals for those of the near future give due consideration to the mathematics that contributes to the preparation of the pupil for life in general. The nature of mathematics itself should also be evident in the programs.

Based on these premises and on The California Strands Report[5] and the Cambridge Conference Reports on School Mathematics,[6] the following hypothesis is made relative to mathematical content:

Hypothesis: 4.0 To be proficient in mathematics instruction, the student should study the following strands of mathematics: Number Systems (numeration to be incorporated), Geometry, Measurement, Problem Solving, Probability, Functions, Logic, Algebra, and Sets.

The study of these strands of mathematics would be treated per hypotheses 1.1-1.3 and as described in "Organization" of the mathematics education program. Two sets of module clusters identified as "Number Systems" and "Geometry-Algebra" will provide the generalist trainee with ample experience in each mathematical strand.

## ORGANIZATION

One-third of a student's time during each of two terms (six quarter hours per term) is suggested for completion of the two module clusters, Number Systems and Geometry-Algebra. The generalist student will study the module cluster for Number Systems during the sophomore year and the

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[5] The California Mathematics Council, The "Strands" Report of the Advisory Committee on Mathematics Bulletin. 20 (2), Fall, 1962.

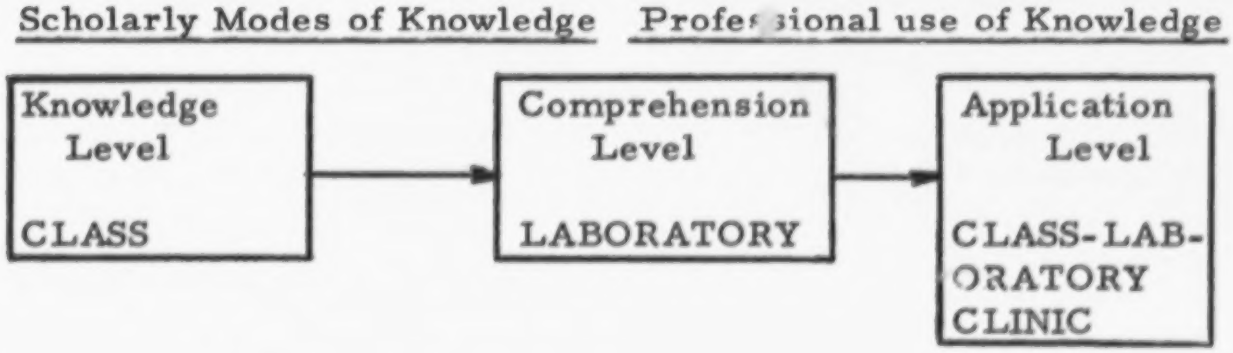
[6] Cambridge Conference on School Mathematics, Goals for School Mathematics; Conference Reports (Boston: Houghton-Mifflin, 1963).

Cambridge Conference on Teacher Training, Goals for Mathematical Education of Elementary School Teachers (Boston: Houghton-Mifflin, 1967).

Geometry-Algebra cluster during the junior year. Based upon the quarter system and eighteen credits as a standard load for a term, the trainee's mathematics studies may be diagrammatically represented as follows:

| Sophomore Year | | Junior Year |
|---|---|---|
| Winter Term | | Fall Term |
| 6 crs. | Number System Cluster | 6 crs. Geometry-Algebra Cluster |
| 6 crs. | | 6 crs. |
| 6 crs. | | 6 crs. |

This block of time each term is to be utilized for the study of experience modules designed for Scholarly Modes of Knowledge and Professional Use of Knowledge. Hence the student's modular experiences relative to Number Systems in both curricular areas are to be met concurrently (within the same term) and sequenced from the knowledge level to the application level. Modular experiences for Geometry-Algebra will be similarly sequenced. Such a practice is endorsed indirectly by Robert B. Davis who recommends combing content and methods courses.[7] The concurrent sequence of the module clusters for number systems may be diagramatically represented as follows:




[7] R. B. Davis, A Form letter presenting a rationale for a non-text program in mathematics for elementary school pupils, July 7, 1967.

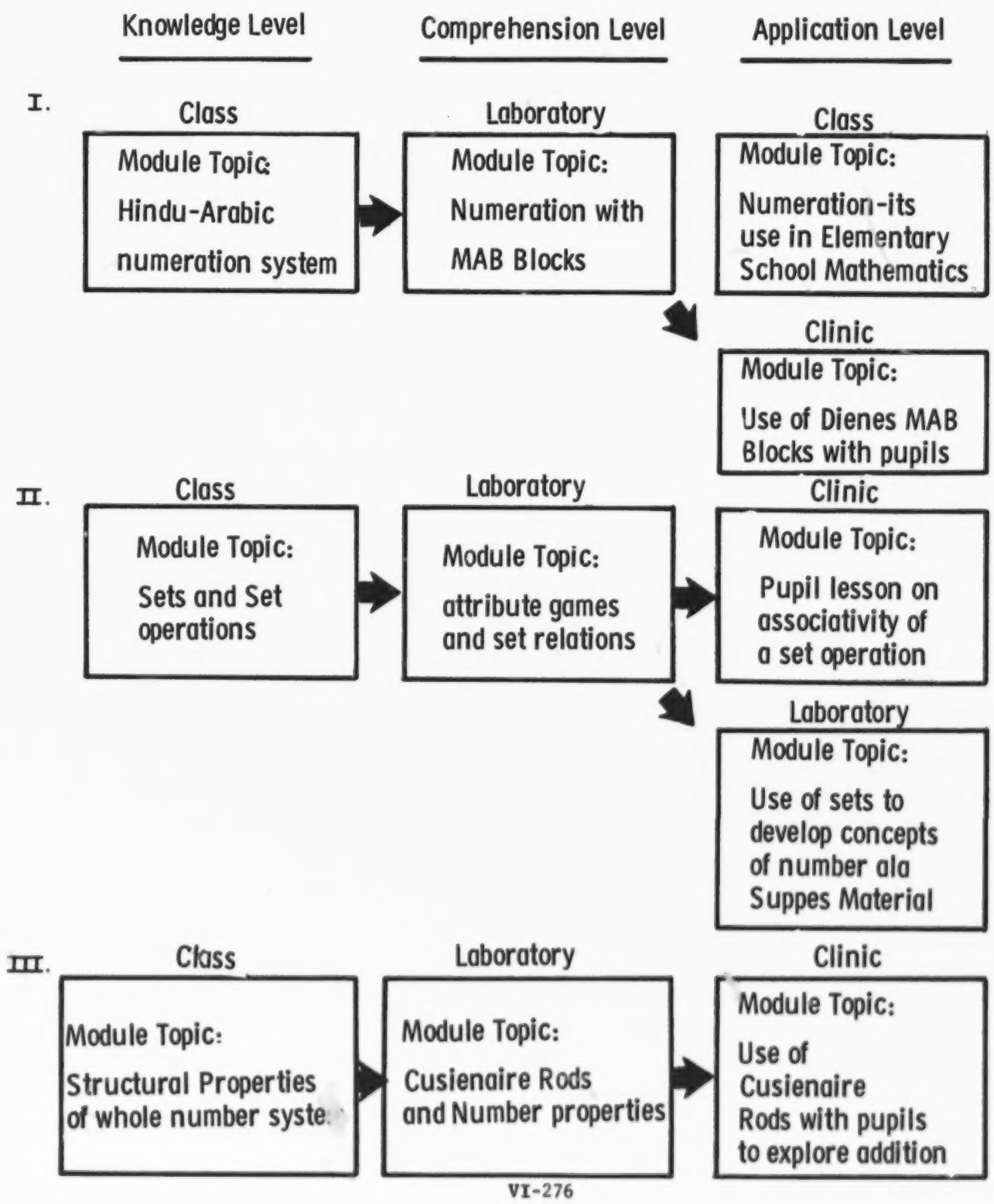
Experience Modules which relate to Number Systems and are designed for the curricular area, Professional Use of Knowledge are a combination of class, laboratory, and clinic activities. The laboratory activities probably take the largest proportion of the student's time, and they are followed by clinic activities as the next most time-consuming activity type. Student-instructor interaction follows each clinic experience. Examples of typical sequences of modules are shown in the diagram on the following page. The clinical modules written for Number Systems are primarily concerned with the student's aquisition of experience in the use of arithmetical skills and concepts and in teaching this use to pupils. Students are usually more proficient with the elementary notions of arithmetic, a situation which causes Number Systems to be a reasonable point of departure in teaching.

Since clinic activities in Number Systems are a trainee's first directed mathematical experiences with pupils, a tutorial (one to one) situation is suggested. At most, the first clinic activities should involve no more than three or four pupils. A trainee meets in these early clinic situations a multitude of new instructional concepts and among them is that of individual differences. His awareness of the importance of individual differences can be more acute as a result of these early experiences with individual pupils.

Geometry-Algebra modules for Professional Use of Knowledge consist of a carefully planned balance of activities which occur during the time the algebra modules are being developed in Scholarly Modes of Knowledge. The algebra modules have less direct application for elementary pupils, so during this period students complete Professional Use of Knowledge modules designed to develop proficiency in content organization, selection of instructional materials, arrangement of pupils, and other teaching details. The mathematical content used in these modules is not only algebra but measurement, probability, logic, sets, and functions. Geometry modules are reserved for the final phase of the mathematics program.

During this final phase of the mathematics program for

## EXAMPLES OF THE CONCURRENT SEQUENCE OF MODULES FOR NUMBER SYSTEMS



the generalist student the modular experiences are concerned with geometric concepts and the teaching them to pupils. However, the modules are designed so that the student must use the teaching approaches, pupil arrangements, content organizations and concepts relating to instructional material that he met in the preceeding algebra modules. By this time the student will have progressed from the tutorial stage through various micro-teaching experiences to the instruction of larger groups of pupils.

The class, laboratory, and clinic activities will demand some equipment and materials that are unique to each of them and some that are common to the three of them. If the mathematics laboratory is sufficiently equipped with curriculm materials such as sets of basic texts, supplementary materials, materials from all the experimental mathematics program in the United States, sets of the Nuffield material, blocks, rods, and other laboratory material, then the class and probably the clinic activities will be satisfactorily supplied. Hence a mathematics laboratory with comprehensive equipment used in conjunction with the usual classroom equipment is expected to provide the materials and equipment for this program in mathematics education.

UNIQUE APPROACHES

The following six items indicate briefly certain approaches to teacher preparation in elementary school mathematics which are unique in this program model:

1. The sequencing of the content, accepting Bloom's first three levels--cognitive domain--as reasonable attainment for the beginning teacher.

2. The concurrent experiences with modules pertaining to related mathematical topics.

3. The inclusion of modular experiences that are representative of how we suggest the student teach;

e.g., the student experiences laboratory activities himself, hence the hope that he will use such an instructional approach in his teaching.

4. The extensive exposure to and use of curricular materials by the student in his learning of mathematics and in his learning to teach mathematics.

5. The cooperative efforts of the instructors in Scholarly Modes of Knowledge and Professional Use of Knowledge in terms of the laboratory or clinic experiences provided for the student.

6. The extended experiences provided for the specialist in mathematics who works with a pupil on a tutorial basis during each term he is studying mathematics. During his internship he acts as a team leader in mathematics planning and instruction.

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*OBJECTIVES    TO HAVE THE STUDENT USE THE MULTIBASE ARITHMETIC BLOCKS.   00827014
*PREREQUISITES SM1-3                                                     00827015
*EXPERIENCE    THE STUDENT WILL WORK IN A SMALL GROUP OF 4-5 STUDENTS     00827011
               WORKING WITH THE MAB BLOCKS TO BETTER UNDERSTAND           00827012
               NUMERATION AND TO BECOME FAMILIAR WITH THE MAB BLOCKS.     00827013
*SETTING       SMALL GROUP      COLLEGE                                   00827010
*MATERIALS     MAB BLOCKS, LAB WORKSHEET                                  00827005
*LEVEL         ALL GRADES                                                 00827008
*GENERAL       ALL CANDIDATES                                             00827007
*HOURS         2                                                          00827006
*EVALUATION    SHE WILL COMPLETE A WORKSHEET AS SHE WORKS WITH THE MAB    00827016
               BLOCKS.  THE WORKSHEET WILL BE EVALUATED.                  00827017
*FILE          NUMERATION    MAB BLOCKS    LABORATORY                   00827009
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*OBJECTIVES    TO HAVE THE STUDENT USE THE ATTRIBUTE GAMES.               00828014
*PREREQUISITES SM1-6                                                     00828015
*EXPERIENCE    THE STUDENT WILL WORK IN GROUPS OF THREE WITH THE          00828011
               ATTRIBUTE GAMES TO BECOME MORE FAMILIAR WITH THE GAMES     00828012
               AND RELATIONS ON SETS.                                     00828013
*SETTING       SMALL GROUP      COLLEGE                                   00828010
*MATERIALS     ATTRIBUTE GAMES, LAB WORKSHEETS                            00828005
*LEVEL         ALL GRADES                                                 00828008
*GENERAL       ALL CANDIDATES                                             00828007
*HOURS         2                                                          00828006
*EVALUATION    COMPLETED LAB WORKSHEET WILL BE EVALUATED.                 00828016
*FILE          LABORATORY    SETS    ATTRIBUTE GAMES                      00828009
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*OBJECTIVES    THE STUDENT CAN DETERMINE WHETHER A PARTICUALR RELATION    00829014
               IS AN EQUIVALENCE RELATION.                                00829015
*PREREQUISITES  SM 1-9                                                   00829016
*EXPERIENCE    THE STUDENT WILL WORK INDIVIDUALLY WITH                    00829011
               COLORED RODS TO EXAMINE THE PROPERTIES OF EQUIVALENCE      00829012
               RELATIONS.                                                 00829013
*SETTING       SMALL GROUP      COLLEGE                                   00829010
*MATERIALS     COLORED RODS, LAB WORKSHEET                                00829005
*LEVEL         ALL GRADES                                                 00829008
*GENERAL       ALL CANDIDATES                                             00829007
*HOURS         2                                                          00829006
*EVALUATION    HER COMPLETED LAB WORKSHEET WILL BE EVALUATED.             00829017
*FILE          LABORATORY    RELATIONS    COLORED RODS                   00829009
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*OBJECTIVES    THE STUDENT CAN GENERATE FUNCTIONS AND GRAPH THEM.         00830014
*PREREQUISITES SM 1-12                                                   00830015
*EXPERIENCE    THE STUDENTS WILL WORK IN PAIRS TO STUDY THE FUNCTIONS.    00830011
               WHICH ARE GENERATED BY MANIPULATING THE MATERIALS IN THE   00830012
               MADISON PROJECT SHOEBOXES.                                 00830013
*SETTING       SMALL GROUP      COLLEGE                                   00830010
*MATERIALS     MADISON PROJECT SHOEBOXES, LAB WORKSHEET                   00830005
*LEVEL         ALL GRADES                                                 00830008
*GENERAL       ALL CANDIDATES                                             00830007
*HOURS         2                                                          00830006
*EVALUATION    THE COMPLETED LAS SHEET WILL BE EVALUATED                  00830015

*FILE          LABORATORY    FUNCTIONS    SHOEBOXES                     00830009
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| | | |
|---|---|---|
| *OBJECTIVES | BECOME FAMILIAR WITH THE COLORED RODS AND HOW THEY CAN BE USED TO TEACH CONCEPTS OF RATIONAL NUMBERS. | 00831015<br>00831016<br>00831017 |
| *PREREQUISITES | SM 1-15 | 00831011 |
| *EXPERIENCE | THE STUDENTS WILL WORK IN SMALL GROUPS OF FOUR, USING THE COLORED RODS TO EXPLORE VARIOUS PROPERTIES OF WHOLE AND RATIONAL NUMBERS. | 00831012<br>00831014 |
| *SETTING | SMALL GROUP COLLEGE | 00831010 |
| *HOURS | 2 | 00831006 |
| *LEVEL | ALL GRADES | 00831008 |
| *GENERAL | ALL CANDIDATES | 00831007 |
| *EVALUATION | THE COMPLETED LAB WORKSHEETS WILL BE EVALUATED. | 00831018 |
| *FILE | LABORATORY RATIONALE NOS. COLORED RODS | 00831009 |

| | | |
|---|---|---|
| *OBJECTIVES | STUDENTS ISOLATE THE MAJOR VARIABLES OF A LESSON PLAN, NAMELY: STUDENT OBJECTIVE, PROCEDURE, MATERIALS, AND ACTIVITIES | 01782 14<br>01782 15<br>01782 16<br>01782 17 |
| *PREREQUISITE | NONE | 01782 11 |
| *EXPERIENCE | STUDENTS OBSERVE A DEMONSTRATION LESSON IN MATHEMATICS BY A CERTIFICATED TEACHER. THE OBSERVATION IS FOLLOWED BY A DISCUSSION OF THE TEACHERSS LESSON PLAN. | 01782 12<br>01782 13<br>01782 10 |
| *SETTING | LARGE GROUP COLLEGE | 01782 5 |
| *MATERIALS | A VIDEO-TAPE OF THE TEACHERSS LESSON AND THE VIDEO RECORDER | 01782<br>01782 8 |
| *LEVEL | ALL GRADES | 01782 7 |
| *GENERAL | ALL CANDIDATES | 01782 6 |
| *HOURS | 1 | 01782 18 |
| *EVALUATION | STUDENTS PREPARE A LESSON PLAN ACCORDING TO THE SPECIFICATIONS OF MODULE 1783, 1784 OR 1785 CONTAINING THE VARIABLES CITED IN [OBJECTIVES[ | 01782 19<br>01782 20 |
| *FILE | LESSON PLAN MATH CLASS | 01782 9 |

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| *OBJECTIVES | THE STUDENT CAN DEVELOP A FIRST NOTION OF COMMUTATIVITY OF AN OPERATION FOR PRE-SCHOOL CHILDREN USING CONCRETE OBJECTS | 01783 15<br>01783 16<br>01783 17<br>01783 18 |
| *PREREQUISITE | 405-406 122 AND 1782 | 01783 11 |
| *EXPERIENCE | STUDENT PREPARES A LESSON PLAN ON COMMUTATIVITY OF AN OPERATION FOR PRE-SCHOOL CHILDREN AND THEN USES THE LESSON PLAN WITH A PRE-SCHOOL CHILD OR GROUP OF PRE-SCHOOL CHILDREN | 01783 12<br>01783 13<br>01783 14 |
| *SETTING | INDEPENDENT SCHOOL | 01783 10 |
| *MATERIALS | FLANNEL OR MAGNETIC BOARD MATERIALS AND COUNTING STICKS | 01783 5 |
| *LEVEL | PRE-SCH,-K | 01783 8 |
| *GENERAL | ALL CANDIDATES | 01783 7 |
| *HOURS | 1 | 01783 6 |
| *EVALUATION | THE PRE-SCHOOL CHILD/≥REN+ BY OBSERVATION CAN IDENTIFY A COMMUTATIVE OPERATION AND A NON-COMMUTATIVE OPERATION. | 01783 19<br>01783 20 |
| *FILE | COMMUTATIVITY SETS CLINICAL | 01783 9 |

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| *OBJECTIVES | THE STUDENT CAN EXTEND THE ELEMENTARY SCHOOL CHILDSS CONCEPT OF ASSOCIATIVITY OF AN OPERATION BY USING SET OPERATIONS SOME OF WHICH ARE ASSOCIATIVE AND SOME NOT ASSOCIATIVE | 01784 14<br>01784 15<br>01784 16<br>01784 17<br>01784 18 |
| *PREREQUISITE | 405-06, 122 + 1782 | 01784 11 |
| *EXPERIENCE | STUDENT PREPARES A LESSON PLAN ON ASSOCIATIVITY OF A SET OPERATION AND THEN USES THE PLAN IN AN INSTRUCTIONAL | 01784 12 |

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| | SETTING | 01784 13 |
| *SETTING | INDEPENDENT SCHOOL | 01784 10 |
| *MATERIALS | CONCRETE AND SEMI-CONCRETE MATERIALS FOR SETS | 01784 5 |
| *LEVEL | GRADES 1-4 | 01784 8 |
| *GENERAL | ALL CANDIDATES | 01784 7 |
| *HOURS | 1 | 01784 6 |
| *EVALUATION | THE ELEMENTARY SCHOOL STUDENT CAN ILLUSTRATE A SET | 01784 19 |
| | OPERATION THAT IS ASSOCIATIVE AND AN OPERATION THAT IS NOT | 01784 20 |
| | ASSOCIATIVE | 01784 21 |
| *FILE | ASSOCIATIVITY SETS CLINICAL | 01784 9 |

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| *OBJECTIVES | THE STUDENT CAN DEVELOP THE MEANING OF THE CARTESION | 01785 14 |
| | PRODUCT OF SETS WITH MIDDLE SCHOOL STUDENTS AND ALSO | 01785 15 |
| | DEVELOP THE NOTION OF THE OPERATIONSS NON-COMMUTATIVE | 01785 16 |
| | PROPERTY | 01785 17 |
| *PREREQUISITE | 405-406, 122 1782 | 01785 18 |
| *EXPERIENCE | STUDENT PREPARES A LESSON PLAN ON THE CARTESIAN PRODUCT | 01785 11 |
| | AND USES THE PLAN WITH A STUDENT OR GROUP OF STUDENTS AT | 01785 12 |
| | THE MIDDLE SCHOOL LEVEL. | 01785 13 |
| *SETTING | INDEPENDENT SCHOOL | 01785 10 |
| *MATERIALS | BLANK | 01785 5 |
| *LEVEL | GRADES 5-8 | 01785 8 |
| *GENERAL | ALL CANDIDATES | 01785 7 |
| *HOURS | 1 | 01785 6 |
| *EVALUATION | THE MIDDLE SCHOOL STUDENT CAN PERFORM THE CARTESION | 01785 19 |
| | PRODUCT OPERATION, ON TWO SETS AND CAN ILLUSTRATE THE | 01785 20 |
| | NON-COMMUTATIVITY OF THE OPERATION | 01785 21 |
| *FILE | CARTESIAN PRODUCT SETS CLINICAL | 01785 9 |

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| *OBJECTIVES | THE STUDENT CAN USE SETS TO DEVELOP THE CONCEPT OF NUMBER | 01786 14 |
| | ≥WHOLE+ALA SUPPES AND ALA HIS≥STUDENT+SECOND REFERENCE | 01786 15 |
| *PREREQUISITE | 405-406, 122, 124, 1231 | 01786 15 |
| *EXPERIENCE | THE STUDENT PERUSES THE KDGN + FIRST YEAR MATERIALS OF | 01786 11 |
| | SUPPESS SETS AND NUMBERS AND ANOTHER SOURCE SUCH AS | 01786 12 |
| | BRUMFIELSS ELEMENTARY SCHOOL MATHEMATICS | 01786 13 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ COLLEGE | 01786 10 |
| *MATERIALS | ONE SET K + 1 STUDENT ISSUES OF SINGER AND A SECOND SOURCE | 01786 |
| | FOR EACH 3 OR 4 STUDENTS | 01786 |
| *LEVEL | ALL GRADES | 01786 8 |
| *GENERAL | ALL CANDIDATES | 01786 7 |
| *HOURS | 1 | 01786 6 |
| *EVALUATION | THE STUDENT CAN DEMONSTRATE HOW TO DEVELOP THE CONCEPT OF | 01786 17 |
| | SEVEN USING THE SUPPES MATERIAL AND THEN USING THE | 01786 18 |
| | APPROACH EMPLOYED IN THE SECOND SOURCE. | 01786 19 |
| *FILE | SETS NUMBERS LABORATORY | 01786 9 |

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| *OBJECTIVES | THE STUDENT CAN NAME THE CHARACTERISTICS OF THE HINDU- | 01787 16 |
| | ARABIC NUMERATION SYSTEM AND CAN DISTINGUISH BETWEEN THE | 01787 17 |
| | NOTATIONS IDENTIFIED AS EXPONENTIAL, EXPANDED, + | 01787 18 |
| | SCIENTIFIC. | 01787 19 |
| *PREREQUISITE | 120 | 01787 20 |
| *EXPERIENCE | THE STUDENT ATTENDS A CLASS PRESENTATION ON THE HINDU- | 01787 11 |
| | ARABIC NUMERATION SYSTEM. TOPICS PRESENTED INCLUDE THE | 01787 12 |
| | MAJOR CHARACTERISTICS OF THE SYSTEM, RENAMING NUMBERS, | 01787 13 |
| | EXPANDED NOTATION, EXPONENTIAL NOTATION, AND SCIENTIFIC | 01787 14 |
| | NOTATION. | 01787 15 |
| *SETTING | LARGE GROUP COLLEGE | 01787 10 |
| *MATERIALS | BLANK | 01787 5 |

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| *LEVEL | ALL GRADES | 01787 8 |
| *GENERAL | ALL CANDIDATES | 01787 7 |
| *HOURS | 1 | 01787 6 |
| *EVALUATION | THE STUDENT DESCRIBES OR ILLUSTRATES: PLACE VALUE, BASE TEN SYMBOLS, ADDITIVE PRINCIPLE, MULTIPLICATIVE PRINCIPLE, RENAMING, EXPANDED NOTATION, EXPONENTIAL NOTATION AND SCIENTIFIC NOTATION. | 01787 21<br>01787 21<br>01787 22<br>01787 23 |
| *FILE | NUMERATION SYSTEMS CLASS | 01787 9 |

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| *OBJECTIVES | THE STUDENT CAN IDENTIFY WAYS THAT THE HINDU-ARABIC SYSTEM OF NUMERATION FACILITATES THE DEVELOPMENT OF ALGORITHMS FOR ADDITION, MULTIPLICATION AND THEIR RESPECTIVE INVERSE OPERATIONS. | 01788 13<br>01788 14<br>01788 15<br>01788 16<br>01788 17 |
| *PREREQUISITE | 120 + 1787 | |
| *EXPERIENCE | THE STUDENT PERUSES A SET OF K-6 MATERIALS AND WATCHES ONE OR MORE OF THE NCTM FILMS ON THE ALGORITHMS | 01788 11<br>01788 12 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS† COLLEGE | 01788 10 |
| *MATERIALS | SET OF K-6 MATERIALS FOR EACH 3 OR 4 STUDENTS AND THE NCTM FILMS | 01788 5<br>01788 |
| *LEVEL | ALL GRADES | 01788 8 |
| *GENERAL | ALL CANDIDATES | 01788 7 |
| *HOURS | 2 | 01788 6 |
| *EVALUATION | THE STUDENT CITES PLACE VALUE AND RENAMING AS NUMERATION SYSTEM CHARACTERISTICS, THAT ARE USED IN THE NOTIONS OF BORROWING AND CARRYING, AND EXPANDED NOTATION IN THE MULTIPLICATION AND DIVISION ALGORITHM. | 01788 18<br>01788 19<br>01788 20<br>01788 21 |
| *FILE | NUMERATION SYSTEMS ALGORITHMS LABORATORY | 01788 9 |

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| *OBJECTIVES | STUDENTS CAN IDENTIFY THE FIVE MAJOR CATEGORIES OF INSTRUCTIONAL OBJECTIVES RELATIVE TO ADDITION OF WHOLE NUMBERS | 01789 13<br>01789 14<br>01789 15<br>01789 16 |
| *PREREQUISITE | MODULES 127, 128 | |
| *EXPERIENCE | STUDENTS ATTEND A CLASS PRESENTATION ON THE SCOPE OF ADDITION OF WHOLE NUMBERS IN ELEMENTARY SCHOOL MATHEMATICS | 01789 11<br>01789 12 |
| *SETTING | LARGE GROUP COLLEGE | 01789 10 |
| *MATERIALS | NONE. | 01789 5 |
| *LEVEL | ALL GRADES | 01789 8 |
| *GENERAL | ALL CANDIDATES | 01789 7 |
| *HOURS | 1 | 01789 6 |
| *EVALUATION | STUDENT LISTS MEANING, STRUCTURAL PROPERTIES, ALGORITHM, FACTS, AND PROBLEM SOLVING AS THE FIVE CATEGORIES | 01789 17<br>01789 18 |
| *FILE | ADDITION WHOLE NUMBERS CLASS | 01789 9 |

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| *OBJECTIVES | THE STUDENTS CAN EXPLAIN THE MEANING OF ADDITION OF WHOLE NUMBERS USING ≥1† SETS ≥2† NUMBER LINE AND ≥3† MATHEMATICAL SENTENCES OR ORDERED PAIRS† E.G.≥3,5† --E | 01790 14<br>01790 15<br>01790 16<br>01790 17 |
| *PREREQUISITE | MODULES 127, 128 + 1789 | |
| *EXPERIENCE | STUDENTS ATTEND A CLASS PRESENTATION WHERE ≥1.† THE NCTM FILM ON ADDITION IS VIEWED. ≥2† THE INSTRUCTOR DEVELOPS THE MEANING OF ADDITION IN A MOD ≥4† SYSTEM. | 01790 11<br>01790 12<br>01790 13 |
| *SETTING | LARGE GROUP COLLEGE | 01790 10 |
| *MATERIALS | NCTM FILM ON ADDITION. A LAMP WITH A 3-WAY SWITCH + BULB. | 01790 5 |
| *LEVEL | ALL GRADES | 01790 8 |
| *GENERAL | ALL CANDIDATES | 01790 7 |
| *HOURS | 1 | 01790 6 |
| *EVALUATION | THE STUDENTSS NOTES CONTAIN THREE EXPLANATIONS OF THE MEANING OF ADDITION. | 01790 18<br>01790 20 |
| *FILE | ADDITION CLASS | 01790 9 |

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| *OBJECTIVES | THE STUDENT CAN USE THE CUISENAIRE RODS TO DETERMINE A CHILDSS UNDERSTANDING OF ADDITION | 01791 16<br>01791 17 |
| *PREREQUISITE | 1790 | 01791 18 |
| *EXPERIENCE | THE STUDENT HAS 2 TO 3 CHILDREN PLAY WITH A SET OF CUISENAIRE RODS FOR A FEW MINUTES LISTENING TO THEIR COMMENTS DURING THE PLAY TIME. THEN STUDENT REQUESTS THE CHILDREN TO PERFORM GIVEN TASKS WITH THE RODS: E.G. MAKE TRAINS. | 01791 11<br>01791 12<br>01791 13<br>01791 14<br>01791 15 |
| *SETTING | SMALL GROUP 21-12 STUDENTS+ SCHOOL | 01791 10 |
| *MATERIALS | SEVERAL SETS OF CUISENAIRE RODS | 01791 5 |
| *LEVEL | PRE-SCH,-K | 01791 8 |
| *GENERAL | ALL CANDIDATES | 01791 7 |
| *HOURS | 1 | 01791 6 |
| *EVALUATION | THE STUDENT KNOWS WHETHER THE CHILD UNDERSTANDS (ONE MORE THAN(, KNOWS R-R$P 22-2$4+ O-R$R-O 2COMMUTATIVITY+, R-Y$P-LG 22-5$4-8+, ETC. | 01791 19<br>01791 20<br>01791 21 |
| *FILE | ADDITION CUISENAIRE RODS CLINIC | 01791 9 |

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| *OBJECTIVES | STUDENT CAN IDENTIFY THE ADDITION FACT2S+ OR RELATION2S+ THAT A GIVEN PUPIL DOESNST KNOW | 01792 16<br>01792 17 |
| *PREREQUISITE | MODULE 403 + 404 | 01792 18 |
| *EXPERIENCE | THE STUDENT CONSTRUCTS A WORKSHEET OF TWENTY-FIVE OPEN MATHEMATICAL SENTENCES HAVING TO DO WITH ADDITION FACTS+ E.G. 6-4E9-0 AND THEN HAS A CLASS OF FIRST, SECOND, OR THIRD YEAR PUPILS COMPLETE OR FIND THE SOLUTION SET FOR EACH SENTENCE; | 01792 11<br>01792 12<br>01792 13<br>01792 14<br>01792 15 |
| *SETTING | INDEPENDENT SCHOOL | 01792 10 |
| *MATERIALS | BLANK | 01792 5 |
| *LEVEL | GRADES 1-4 | 01792 8 |
| *GENERAL | ALL CANDIDATES | 01792 7 |
| *HOURS | 2 | 01792 6 |
| *EVALUATION | STUDENT LISTS THE ADDITION FACT2S+ OR RELATION2S+ THAT EACH PUPIL APPARENTLY LACKED FACILITY WITH. | 01792 19<br>01792 20 |
| *FILE | ADDITION MATH SENTENCES CLINICAL | 01792 9 |

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| *OBJECTIVES | THE STUDENT CAN IDENTIFY THE ADDITION PROFICIENCIES AND DEFICIENCES OF A GIVEN STUDENT | 01793 13<br>01793 14 |
| *PREREQUISITE | PREVIOUS MODULES IN ADDITION | 01793 15 |
| *EXPERIENCE | THE STUDENT ADMINISTERS THE LSI LOCATOR TESTS-ADDITION TO A GROUP OF FIFTH TO SEVENTH GRADE PUPILS | 01793 11<br>01793 12 |
| *SETTING | INDEPENDENT SCHOOL | 01793 10 |
| *MATERIALS | A COPY OF THE LSI LOCATOR TEST-ADDITION FOR EACH PUPIL | 01793 5 |
| *LEVEL | GRADES 5-8 | 01793 8 |
| *GENERAL | ALL CANDIDATES | 01793 7 |
| *HOURS | 2 | 01793 6 |
| *EVALUATION | THE STUDENTSS DIAGONOSTIC REPORT OF EACH PUPILSS ADDITION EXPERTISE INCLUDES SUCH DEFICIENCIES AS FACTS, PLACE VALUE RENAMING, ETC; | 01793 16<br>01793 17<br>01793 18 |
| *FILE | ADDITION EVALUATION CLINICAL | 01793 9 |

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| *OBJECTIVES | STUDENT CAN IDENTIFY UTILITARIAN PURPOSE FOR PUPIL LEARNING THE ASSOC. COMM. + IDENTITY PROPERTIES | 01794 14<br>01794 15 |
| *PREREQUISITE | 128 | 01794 16 |
| *EXPERIENCE | STUDENTS PERUSE COMMERCIAL K-8 MATERIALS TO DETERMINE HOW PUPILS USE THE STRUCTURAL PROPERTY CONCEPTS FOR ADDITION OF WHOLE NUMBERS TO LEARN GIVEN MATHEMATICAL SKILLS. | 01794 11<br>01794 12<br>01794 13 |

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| *SETTING | INDEPENDENT COLLEGE | 01794 10 |
| *MATERIALS | TEXT AND SUPPLEMENTARY MATERIALS | 01794 5 |
| *LEVEL | ALL GRADES | 01794 8 |
| *GENERAL | ALL CANDIDATES | 01794 7 |
| *HOURS | 2 | 01794 6 |
| *EVALUATION | STUDENT SHOWS HOW THE ASSOC, COMM, AND IDENTITY PROPERTIES ARE USED TO REDUCE THE NUMBER OF FACTS THE PUPIL HAS TO MEMORIZE. | 01794 17<br>01794 18<br>01794 19 |
| *FILE | ADDITION PROPERTIES LABORATORY | 01794 9 |

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| *OBJECTIVES | THE STUDENT CAN EXPLAIN SUBTRACTION AS THE INVERSE OF ADDITION AND ALSO IN TERMS OF SETS. | 01795 13<br>01795 14 |
| *PREREQUISITE | MODULE 136 | 01795 15 |
| *EXPERIENCE | THE STUDENT ATTENDS A CLASS SESSION ON HOW SUBTRACTION CAN BE INTRODUCED TO ELEMENTARY PUPILS. | 01795 11<br>01795 12 |
| *SETTING | LARGE GROUP COLLEGE | 01795 10 |
| *MATERIALS | OVERHEAD PROJECTOR | 01795 5 |
| *LEVEL | ALL GRADES | 01795 8 |
| *GENERAL | ALL CANDIDATES | 01795 7 |
| *HOURS | 1 | 01795 6 |
| *EVALUATION | THE STUDENT CAN CONTRACT THE TWO WAYS OF SHOWING STRENGTHS AND WEAKNESSES OF EACH TYPE OF SUBTRACTION. | 01795 16<br>01795 17 |
| *FILE | SUBTRACTION MEANING CLASS | 01795 9 |

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| *OBJECTIVES | STUDENTS CAN IDENTIFY SOME OF A PUPIL ≥S+ IDEAS ABLOUT SUBTRACTION, | 01796 15<br>01796 16<br>01796 17 |
| *PREREQUISITE | 1795 | |
| *EXPERIENCE | STUDENTS SELECT AND/OR CONSTRUCT A SET OF ACTIVITIES FOR PRE-SCHOOL PUPILS ON THE MEANING OF SUBTRACTION. THE ACTIVITIES SHOULD INCLUDE QUESTION, MATERIALS, AND POSSIBLE NOTIONS THE PUPILS MIGHT PROPOSE | 01796 11<br>01796 12<br>01796 13<br>01796 14 |
| *SETTING | INDEPENDENT COLLEGE | 01796 10 |
| *MATERIALS | BLANK | 01796 5 |
| *LEVEL | PRE-SCH-K | 01796 8 |
| *GENERAL | ALL CANDIDATES | 01796 7 |
| *HOURS | 1 | 01796 6 |
| *EVALUATION | STUDENT DISPLAYS AWARENESS THAT THE PRE-SCHOOL PUPIL HAS SOME INTIUTIVE NOTIONS OF SUBTRACTION ALTHOUGH HE CANST SOLVE THE EQUATION 5-3=). | 01796 18<br>01796 19<br>01796 20 |
| *FILE | SUBTRACTION CLINIC | 01796 9 |

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| *OBJECTIVES | THE STUDENT CAN CHOOSE OR CONSTRUCT MATERIALS THAT A 1-4 GRADE STUDENT CAN COMPREHEND RELATIVE TO SUBTRACTION PROPERTIES. | 01797 18<br>01797 19<br>01797 20 |
| *PREREQUISITE | 1795 | 01797 21 |
| *EXPERIENCE | THE STUDENT SELECTS AND/OR CONSTRUCTE A SET OF ACTIVITES FOR PUPILS IN GRADES 1-4 TO DETERMINE THE PUPILS UNDERSTANDING OF THE STRUCTURAL PROPERTIES AS APPLIED TO SUBTRACTION, PROPERTIES TO BE CONSIDERED ARE CLOSURE, COMMUTATIVITY, ASSOCIATIVITY, AND IDENTITY. THE ACTIVITIES WOULD THEN BE ADMINISTERED TO A STUDENT OR SMALL GROUP OF STUDENTS. | 01797 11<br>01797 12<br>01797 13<br>01797 14<br>01797 15<br>01797 16<br>01797 17 |
| *SETTING | INDEPENDENT SCHOOL | 01797 10 |
| *MATERIALS | BLANK | 01797 5 |
| *LEVEL | GRADES 1-4 | 01797 8 |
| *GENERAL | ALL CANDIDATES | 01797 7 |
| *HOURS | 2 | 01797 6 |
| *EVALUATION | THE STUDENT CAN IDENTIFY WHEATHER THE PUPIL HAS A | 01797 22 |

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| | DEFICIENCY IN THE CONCEPT OF SUBTRACTION. A GIVEN PROPERTY | 01797 23 |
| | OR IS PROFICIENT IN EACH. | 01797 24 |
| *FILE | SUBTRACTION PROPERTIES CLINIC | 01797 9 |

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| *OBJECTIVES | THE STUDENTS CAN DETECT WHICH WAY PUPILS THINK ABOUT | 01798 15 |
| | SUBTRACTION | 01798 16 |
| *PREREQUISITE | 1795 | 01798 17 |
| *EXPERIENCE | THE STUDENT ADMINISTERS A SET OF ACTIVITIES WHICH HE HAS | 01798 11 |
| | SELECTED OR CONSTRUCTED FOR THE PURPOSE OF DETERMINING | 01798 12 |
| | WHEATHER PUPILS IN GRADES 5-8 THINK OF SUBTRACTION IN | 01798 13 |
| | TERMS OF ADDITION OR AS A SEPARATE OPERATION. | 01798 14 |
| *SETTING | INDEPENDENT SCHOOL | 01798 10 |
| *MATERIALS | BLANK | 01798 5 |
| *LEVEL | GRADES 5-8 | 01798 8 |
| *GENERAL | ALL CANDIDATES | 01798 7 |
| *HOURS | 2 | 01798 6 |
| *EVALUATION | THE STIDENT CAN ILLUSTRATE WHY A GIVEN PUPIL THINKS 14-6%) | 01798 18 |
| | OR 6 * )%14. | 01798 19 |
| *FILE | SUBTRACTION MEANING CLINICAL | 01798 9 |

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| *OBJECTIVES | THE STUDENT CAN ILLUSTRATE THE MEANING OF COMPENSATION | 01799 13 |
| | FOR ADDITION AND SUBTRACTION | 01799 14 |
| *PREREQUISITE | BLANK | 01799 15 |
| *EXPERIENCE | THE STUDENT ATTEN A CLASS SESSION WHERE THE COMPENSATION | 01799 11 |
| | CONCEPT OF ADDITION AND SUBTRACTION IS DEVELOPED | 01799 12 |
| *SETTING | LARGE GROUP COLLEGE | 01799 10 |
| *MATERIALS | BLANK | 01799 5 |
| *LEVEL | ALL GRADES | 01799 8 |
| *GENERAL | ALL CANDIDATES | 01799 7 |
| *HOURS | 1 | 01799 6 |
| *EVALUATION | THE STUDENT USES THE COMPENSATION PRINCIPLE FOR ADDITION | 01799 16 |
| | AND SUBTRACTION WITH MATHEMATICAL SENTENCES SUCH AS ≥1, | 01799 17 |
| | X + Y%Z ≥X-C, + ≥Y+C,%Z ≥2, X-Y%Z ≥X+C, -. ≥Y+C,%Z | 01799 18 |
| *FILE | ADDITION AUBTRACTION CLASS | 01799 9 |

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| *OBJECTIVES | THE STUDENT CAN CLASSIFY MULTIPLICATION ACTIVITIES INTO | 01800 15 |
| | ONE OF THE FIVE CATERGORIES: MEANING, PROPERTIES, FACTS, | 01800 16 |
| | ALGOLITHM, AND PROBLEM SOLVING | 01800 17 |
| *PREREQUISITE | MODULE 1232 + 408, 130 | 01800 18 |
| *EXPERIENCE | THE STUDENT PERUSES A SET OF K-6 MATERIALS-SERIES +, | 01800 11 |
| | SUPPLEMENTARY , TO OBSERVE THE KINDS OF ACTIVITIES THAT | 01800 12 |
| | ARE CONCERNED WITH MULTIPLICATION AND THEN CLASSIFIES THE | 01800 13 |
| | ACTIVITY ACCORDING TO PUPIL OBJECTIVES. | 01800 14 |
| *SETTING | SMALL GROUP ≥1=12 STUDENTS, COLLEGE | 01800 10 |
| *MATERIALS | SEVERAL SETS OF STUDENT MATERIALS | 01800 5 |
| *LEVEL | ALL GRADES | 01800 8 |
| *GENERAL | ALL CANDIDATES | 01800 7 |
| *HOURS | 3 | 01800 6 |
| *EVALUATION | THE STUDENT HAS FROM 5-10 ACTIVITIES CITED IN EACH | 01800 19 |
| | CATEGORY LISTED IN THE OBJECTIVES | 01800 20 |
| *FILE | MULTIPLICATION SCOPE LABORATORY | 01800 9 |

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| *OBJECTIVES | THE STUDENT CAN IDENTIFY FOUR WAYS TO DEVELOP MEANING OF | 01801 15 |
| | MULTIPLICATION -, REPEATED ADDITION ARRAYS CARTESION | 01801 16 |
| | PRODUCT + NO. LINE | 01801 17 |
| *PREREQUISITE | SMI-1232 + 408 | 01801 18 |
| *EXPERIENCE | THE STUDENT ATTENDS A CLASS SESSION ON WAYS TO DEVELOP | 01801 11 |

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| | MEANING OF MULTIPLICATION, ACTIVITIES INCLUDE: 1. NCTM FILM ON MULTIPLICATION AND 2. DISCUSSION OF ARRAYS, NUMBER LINE, AND CARTESIAN PRODUCTS; | 01801 12<br>01801 13<br>01801 14 |
| *SETTING | LARGE GROUP COLLEGE | 01801 10 |
| *MATERIALS | NCTM FILM ON MULTIPLICATION | 01801 5 |
| *LEVEL | ALL GRADES | 01801 8 |
| *GENERAL | ALL CANDIDATES | 01801 7 |
| *HOURS | 1 | 01801 6 |
| *EVALUATION | THE STUDENT CAN EXPLAIN MULTIPLICATION IN ONE WAY OTHER THAN REPEATED ADDITION. | 01801 19<br>01801 20 |
| *FILE | MULTIPLICATION CLASS | 01801 9 |

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| *OBJECTIVES | THE STUDENTS CAN IDENTIFY PROFICIENCIES PUPILS NEED BEFORE BEING EXPECTED TO LEARN MULTIPLYING ALGORITHMS. | 01802 16<br>01802 17<br>01802 18 |
| *PREREQUISITE | SMI - 1232 + 408 | |
| *EXPERIENCE | THE STUDENTS ATTENDS A CLASS SESSION WHERE A VIDEO-TAPE IS SHOWN OF A TEACHER INTRODUCING THE FIRST PHASE OF THE MULTIPLICATION ALGORITHM TO PUPILS. AN ANALYTICAL DISCUSSION OF PUPIL PROFICIENCIES NEEDED PRIOR TO DEVELOPMENT OF ALGORITHM FOLLOWS FILM. | 01802 11<br>01802 12<br>01802 13<br>01802 14<br>01802 15 |
| *SETTING | LARGE GROUP COLLEGE | 01802 10 |
| *MATERIALS | VIDEO-TAPE OF TEACHER DEVELOPING MULTIPLICATION ALGORITHM WITH STUDENTS | 01802 5<br>01802 |
| *LEVEL | ALL GRADES | 01802 8 |
| *GENERAL | ALL CANDIDATES | 01802 7 |
| *HOURS | 1 | 01802 6 |
| *EVALUATION | THE STUDENT LISTS RENAMING, DISTRIBUTIVITY, AND FACTS AS THE PRIMARY PREREQUISITES TO THE ALGORITHM. 2GRASP OF MULTI MNG IS ASSUMED.; | 01802 19<br>01802 20<br>01802 21 |
| *FILE | MULTIPLICATION ALGORITHM CLINIC | 01802 9 |

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| *OBJECTIVES | THE STUDENT CAN IDENTIFY THE PROBABLE CONCEPT OR SKILL THAT THE PUPIL NEEDS TO GO TO HIS NEXT LEVEL OF PERFORMANCE IN MULTIPLICATION. | 01803 14<br>01803 15<br>01803 16<br>01803 17 |
| *PREREQUISITE | 1801, 1802 | |
| *EXPERIENCE | THE STUDENT ADMINISTERS THE LSI LOCATOR TESTS: MULTIPLICATION, TO A SMALL GROUP OF PUPILS WHO ARE FROM THIRD TO SEVENTH GRADE. | 01803 11<br>01803 12<br>01803 13 |
| *SETTING | INDEPENDENT SCHOOL | 01803 10 |
| *MATERIALS | LSI - LOCATOR TESTS: MULTIPLICATION | 01803 5 |
| *LEVEL | ALL GRADES | 01803 8 |
| *GENERAL | ALL CANDIDATES | 01803 7 |
| *HOURS | 1 | 01803 6 |
| *EVALUATION | THE STUDENT HAS COMMENTS LIKE, [NEEDS TO LEARN THE MULTIPLES OF TEN], [NEEDS GREATER FACILITY WITH THE DISTRIBATIVE PROPERTY] | 01803 18<br>01803 19<br>01803 20 |
| *FILE | MULTIPLICATION EVALUATION CLINIC | 01803 9 |

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| *OBJECTIVES | STUDENT CAN EXPLAIN MEANING OF DIVISION AS INVERSE OF MULTIPLICATION AND ACCORDING TO DEFINITION | 01804 14<br>01804 15<br>01804 16 |
| *PREREQUISITE | 1236 + 410 | |
| *EXPERIENCE | STUDENT ATTENDS CLASS SESSION WHERE THE OPERATION OF DIVISION IS CONSIDERED AS THE INVERSE OF MULTIPLICATION AND IS DEFINED BY P=QXN+R WHERE R=0 AND R<N. | 01804 11<br>01804 12<br>01804 13 |
| *SETTING | LARGE GROUP COLLEGE | 01804 10 |
| *MATERIALS | BLANK | 01804 5 |
| *LEVEL | ALL GRADES | 01804 8 |
| *GENERAL | ALL CANDIDATES | 01804 7 |

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|---|---|---|---|
| *HOURS | 1 | 01804 | 6 |
| *EVALUATION | STUDENT CAN DISTINGUISH BETWEEN THE TWO APPROACHES. | 01804 | 17 |
| *FILE | DIVISION MEANING CLASS | 01804 | 9 |

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| *OBJECTIVES | STUDENT CAN IDENTIFY TWO APPROACHES TO DIVISION ALGORITHM | 01805 | 15 |
| | AND THE BASIC DIFFERENCES OF THE TWO | 01805 | 16 |
| *PREREQUISITE | 1804 | 01805 | 17 |
| *EXPERIENCE | STUDENT ATTENDS A CLASS SESSION CONCERNED WITH THE | 01805 | 11 |
| | DIVISION ALGORITHM WHERE THE NCTM FILM ON THE ALGORITHM IS | 01805 | 12 |
| | SHOWN AND A SUBSEQUENT PRESENTATION ON THE ALGORITHM THAT | 01805 | 13 |
| | TAKES A DIFFERENT BUT NOT A CONTRADICTORY APPROACH. | 01805 | 14 |
| *SETTING | LARGE GROUP COLLEGE | 01805 | 10 |
| *MATERIALS | NCTM FILM ON DIVISION ALGORITHM | 01805 | 5 |
| *LEVEL | ALL GRADES | 01805 | 8 |
| *GENERAL | ALL CANDIDATES | 01805 | 7 |
| *HOURS | 1 | 01805 | 6 |
| *EVALUATION | STUDENT CITES THE TWO APPROACHES AND EXPLAINS ONE AS | 01805 | 18 |
| | CONSIDERING THE DIVIDEND IN PARTS AND THE OTHER AS TAKING | 01805 | 19 |
| | THE DIVIDEND AS A WHOLE. | 01805 | 20 |
| *FILE | DIVISION ALGORITHM CLASS | 01805 | 9 |

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| *OBJECTIVES | THE STUDENT CAN FIND THE [RANGE OF THE QUOTIENT].[LEFT | 01806 | 15 |
| | MEMBER OF THE QUOTIENT] USING INEQUALITIES. 10N AND 10T | 01806 | 16 |
| *PREREQUISITE | 1805 | 01806 | 17 |
| *EXPERIENCE | THE STUDENT ATTENDS A CLASS SESSION WHERE THE PRESENTATION | 01806 | 11 |
| | IS DIRECTED TOWARD THE STUDENTSS LEARNING TO TEACH THE | 01806 | 12 |
| | DIVISION ALGORITHM FROM THE [DIVIDEND AS A WHOLE] | 01806 | 13 |
| | APPROACH. | 01806 | 14 |
| *SETTING | LARGE GROUP COLLEGE | 01806 | 10 |
| *MATERIALS | BLANK | 01806 | 5 |
| *LEVEL | ALL GRADES | 01806 | 8 |
| *GENERAL | ALL CANDIDATES | 01806 | 7 |
| *HOURS | 1 | 01806 | 6 |
| *EVALUATION | THE STUDENT IDENTIFIES RANGE OF QUOTIENT FROM 0-9, 10-99, | 01806 | 18 |
| | 100-999, ETC. AND THE LEFT MEMBER AS BEING FROM 0-9 AND | 01806 | 19 |
| | SHOWS THAT HE USED INEQUALITIES TO DETERMINE EACH. | 01806 | 20 |
| *FILE | DIVISION ALGORITHM CLASS | 01806 | 9 |

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| *OBJECTIVES | THE STUDENT CAN ILLUSTRATE THE COMPENSATION PRINCIPLE FOR | 01807 | 13 |
| | MULTIPLICATION AND DIVISION IN ALGEBRAIC FORM | 01807 | 14 |
| *PREREQUISITE | BLANK | 01807 | 15 |
| *EXPERIENCE | THE STUDENT ATTENDS A CLASS SESSION WHERE THE CONCEPT OF | 01807 | 11 |
| | COMPENSATION FOR DIVISION AND MULTIPLICATION IS DEVELOPED. | 01807 | 12 |
| *SETTING | LARGE GROUP COLLEGE | 01807 | 10 |
| *MATERIALS | BLANK | 01807 | 5 |
| *LEVEL | ALL GRADES | 01807 | 8 |
| *GENERAL | ALL CANDIDATES | 01807 | 7 |
| *HOURS | 1 | 01807 | 6 |
| *EVALUATION | THE STUDENT SHOWS THAT C%A./.B EVEN IF A + B ARE | 01807 | 16 |
| | MULTIPLIED OR DIVIDED BY [P] AND THAT A X B%C AND %A./.P+ | 01807 | 17 |
| | X%BXP+%C. | 01807 | 18 |
| *FILE | MULTIPLICATION DIVISION CLASS | 01807 | 9 |

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| *OBJECTIVES | THE STUDENT CAN USE ONE OR MORE SEGMENTS OF THE [DIVIDEND | 01808 | 14 |
| | AS A WHOLE] APPROACH WITH PUPILS. | 01808 | 15 |
| *PREREQUISITE | 1805, 1806 | 01808 | 16 |
| *EXPERIENCE | THE STUDENT PREPARES AND PRESENTS A LESSON TO PUPILS ON | 01808 | 11 |

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| | THE (DIVIDEND AS A WHOLE( APPROACH TO THE DIVISION ALGORITHM. | 01808 12<br>01808 13 |
| *SETTING | INDEPENDENT SCHOOL | 01808 10 |
| *MATERIALS | BLANK | 01808 5 |
| *LEVEL | GRADES 5-8 | 01808 8 |
| *GENERAL | ALL CANDIDATES | 01808 7 |
| *HOURS | 1 | 01808 6 |
| *EVALUATION | THE PUPIL ATTAINS THE OBJECTIVE IDENTIFIED BY THE STUDENT FOR THIS LESSON. | 01808 17<br>01808 18 |
| *FILE | DIVISION ALGORITHM CLINIC | 01808 9 |

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| *OBJECTIVES | THE STUDENT CAN RATIONALIZE FOR PUPILS WHY DIVISION BY ZERO IS IMPOSSIBLE OR UNDEFINED. | 01809 13<br>01809 14 |
| *PREREQUISITE | PREVIOUS MODULES ON DIVISION. | 01809 15 |
| *EXPERIENCE | THE STUDENT PREPARES AND PRESENTS A LESSON TO ELEMENTARY PUPILS CONCERNED WITH DIVISION BY ZERO. | 01809 11<br>01809 12 |
| *SETTING | INDEPENDENT SCHOOL | 01809 10 |
| *MATERIALS | BLANK | 01809 5 |
| *LEVEL | GRADES 1-4 | 01809 8 |
| *GENERAL | ALL CANDIDATES | 01809 7 |
| *HOURS | 1 | 01809 6 |
| *EVALUATION | THE PUPIL CAN USE A SERIES OF MULTIPLICATION SENTENCES TO SHOW WHY DIVISION BY ZERO IS NOT POSSIBLE. | 01809 16<br>01809 17 |
| *FILE | DIVISION PROPERTIES CLINIC | 01809 9 |
| *OBJECTIVES | THE STUDENT CAN IDENTIFY LIFE SITUATIONS WHERE THE PUPIL USES THE NOTION OF DIVISION | 01810 13<br>01810 14 |
| *PREREQUISITE | 1805 | 01810 15 |
| *EXPERIENCE | THE STUDENT PREPARES AND PRESENTS A LESSON TO PUPILS ON THE MOST PRIMITIVE NOTIONS OF DIVISION. | 1810 11<br>01810 12 |
| *SETTING | INDEPENDENT SCHOOL | 01810 10 |
| *MATERIALS | BLANK | 01810 5 |
| *LEVEL | PRE-SCH,-K | 01810 8 |
| *GENERAL | ALL CANDIDATES | 01810 7 |
| *HOURS | 1 | 01810 6 |
| *EVALUATION | THE STUDENT ACQUIRE SUCH EXAMPLES AS (DIVIDE A CANDY BAR IN HALF(, (ONE PIECE OF PAPER FOR EACH CHILD WITH TWO LEFT OVER(, ETC. | 01810 16<br>01810 17<br>01810 18 |
| *FILE | DIVISION MEANING CLINIC | 01810 9 |

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| *OBJECTIVES | STUDENT CAN IDENTIFY ONE WAY OF DEVELOPING THE OPERATIONS ON INTEGERS USING REAL LIFE SITUATIONS. | 01811 15<br>01811 16<br>01811 17 |
| *PREREQUISITE | MODULE 1240 + 409 | |
| *EXPERIENCE | STUDENT VIEWS THE MADISON PROJECT (POSTMAN STORIES( FILM TO OBSERVE ONE STRATEGY FOR THE DEVELOPMENT OF OPERATIONS WITH INTEGERS. THE VIEWING IS FOLLOWED BY A DISCUSSION WITH OTHER STUDENTS ON THE MERITS OF SUCH AN APPROACH. | 01811 11<br>01811 12<br>01811 13<br>01811 14 |
| *SETTING | SMALL GROUP 21-12 STUDENTS, COLLEGE | 01811 10 |
| *MATERIALS | THE (POSTMAN STORIES( FILM | 01811 5 |
| *LEVEL | GRADES 5-8 | 01811 8 |
| *GENERAL | ALL CANDIDATES | 01811 7 |
| *HOURS | 1 | 01811 6 |
| *EVALUATION | STUDENT CAN EXPLAIN EACH OPERATION ON INTEGERS AS PRESENTED IN THE FILM. | 01811 18<br>01811 19 |
| *FILE | INTEGERS OPERATIONS LABORATORY | 01811 9 |

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| *OBJECTIVES | STUDENT CAN IDENTIFY ONE APPROACH TO AN INTUITIVE DEVELOPMENT OF NEGATIVE NUMBER FROM LIFE. | 01812 16<br>01812 17 |
| *PREREQUISITE | MODULE 409 AND 1240 | 01812 18 |

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|---|---|---|---|
| *EXPERIENCE | THE STUDENTS VIEW THE FILM PRODUCED BY THE MADISON PROJECT TITLED (PEBBLES IN THE BAG( TO OBSERVE ONE INTUITIVE APPROACH TO USE OF NEGATIVE NUMBERS, VIEWING TO BE FOLLOWED BY A DISCUSSION OF OTHER POSSIBLE WAYS TO DEVELOP THE INTUITIVE NOTION OF NEGATIVE NUMBER. | 01812 | 11<br>12<br>13<br>14<br>15 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS+ COLLEGE | 01812 | 10 |
| *MATERIALS | THE FILM (PEBBLES IN THE BAG( | 01812 | 5 |
| *LEVEL | PRE-SCH,-K GRADES 1-4 | 01812 | 8 |
| *GENERAL | ALL CANDIDATES | 01812 | 7 |
| *HOURS | 1 | 01812 | 6 |
| *EVALUATION | STUDENT CAN ILLUSTRATE THE MEANING OF NEGATIVE THREE USING THE (PEBBLES IN THE BAG( APPROACH | 01812 | 19<br>20 |
| *FILE | INTEGERS MEANING LABORATORY | 01812 | 9 |

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| *OBJECTIVES | THE STUDENT CAN DISTINGUISH AMONG CONNOTATIONS OF FRACTION AND CAN IDENTIFY THREE WAYS TO EXPLAIN THE FRACTIONAL NUMBER THREE-FOURTHS | 01813 | 15<br>16<br>17 |
| *PREREQUISITE | MODULE 144 + 145 | 01813 | 18 |
| *EXPERIENCE | THE STUDENT ATTENDS A CLASS SESSION WHERE FRACTIONAL NUMBERS AND THEIR PLACE IN ELEMENTARY SCHOOL MATHEMATICS IS DISCUSSED. TOPICS TO BE TREATED ARE FRACTION, NOTATION, + INTRODUCTION TO STUDENTS. | 01813 | 11<br>12<br>13<br>14 |
| *SETTING | LARGE GROUP COLLEGE | 01813 | 10 |
| *MATERIALS | BLANK | 01813 | 5 |
| *LEVEL | ALL GRADES | 01813 | 8 |
| *GENERAL | ALL CANDIDATES | 01813 | 7 |
| *HOURS | 1 | 01813 | 6 |
| *EVALUATION | THE STUDENT LISTS THE TERM FRACTION AS ≥1+ A CONCEPT ≥2+ A NUMERAL ≥3; A NUMBER AND ILLUSTRATES THREE-FOURTHS BY ≥1+ SETS ≥2+ A RATIO ≥3+ AN INDICATED DIVISION OR OTHER INTERPRETATIONS | 01813 | 19<br>20<br>21<br>22 |
| *FILE | FRACTIONAL NOS. CLASS | 01813 | 9 |

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| *OBJECTIVES | THE STUDENT CAN USE CUISENAIRE RODS TO EXPLAIN THE OPERATION OF RATIONAL NUMBERS | 01814 | 14<br>15 |
| *PREREQUISITE | MODULES 146, 413 + 1236 | 01814 | 16 |
| *EXPERIENCE | THE STUDENT VIEWS THE CUISENAIRE ROD FILM ON RATIONAL NUMBERS TO OBSERVE ONE APPROACH TO THE CONCEPT OF RATIONAL NUMBER AND OPERATIONS WITH RATIONAL NUMBERS. | 01814 | 11<br>12<br>13 |
| *SETTING | LARGE GROUP COLLEGE | 01814 | 10 |
| *MATERIALS | THE CUISENAIRE ROD FILM | 01814 | 5 |
| *LEVEL | ALL GRADES | 01814 | 8 |
| *GENERAL | ALL CANDIDATES | 01814 | 7 |
| *HOURS | 1 | 01814 | 6 |
| *EVALUATION | THE STUDENT ILLUSTRATES THE MEANING OF 21/4 X 36+ - 21/3 X 18+ USING CUISENAIRE RODS. | 01814 | 17<br>18 |
| *FILE | FRACTIONAL NUMBER OPERATIONS LABORATORY | 01814 | 9 |

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| *OBJECTIVES | THE STUDENT CAN USE THIS DAVIS APPROACH TO THE INTRODUCTION OF INTEGERS | 01815 | 14<br>15 |
| *PREREQUISITE | MODULES 134 1812, 1813 | 01815 | 16 |
| *EXPERIENCE | THE STUDENT STUDIES (DISCOVERY IN MATHEMATICS( BY DAVIS, WITH REFERENCE TO THE CHAPTER ON THE PET STORE STORIES AND THEN TEACHES THIS TO A GROUP OF 2 OR 3 CHILDREN | 01815 | 11<br>12<br>13 |
| *SETTING | INDEPENDENT SCHOOL | 01815 | 10 |
| *MATERIALS | COPIES OF (DISCOVERY IN MATHEMATICS( | 01815 | 5 |
| *LEVEL | ALL GRADES | 01815 | 8 |
| *GENERAL | ALL CANDIDATES | 01815 | 7 |

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|---|---|---|---|
| *HOURS | 1 | 01815 | 6 |
| *EVALUATION | THE STUDENT FROM A VIDEO-TAPE OF HIS LESSON DETERMINES WHETHER HE ATTAINED THE PUPIL OBJECTIVE. | 01815<br>01815 | 17<br>18 |
| *FILE | INTEGERS MEANING CLINICAL | 01815 | 9 |

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| *OBJECTIVES | THE STUDENT CAN DISTINGUISH BETWEEN SUCH CONCEPTS AS PRIME • RELATIVELY PRIME, COMMON MULTIPLE • LCM. | 01816<br>01816 | 14<br>15 |
| *PREREQUISITE | MODULE 145 | 01816 | 16 |
| *EXPERIENCE | THE STUDENT ATTENDS A CLASS LECTURE WHERE DISTINCTION BETWEEN AND AMONG CONCEPTS CONCERNING RATIONAL NUMBERS ARE ISSUSTRATED AND DISCUSSED. | 01816<br>01816<br>01816 | 11<br>12<br>14 |
| *SETTING | LARGE GROUP COLLEGE | 01816 | 10 |
| *MATERIALS | BLANK | 01816 | 5 |
| *LEVEL | ALL GRADES | 01816 | 8 |
| *GENERAL | ALL CANDIDATES | 01816 | 7 |
| *HOURS | 1 | 01816 | 6 |
| *EVALUATION | THE STUDENT CAN WRITE A DESCRIPTION AND/OR A DEFINITION OF GCF, LCM, LCD, PRIME, RELATIVELY PRIME, MULTIPLE, FACTOR, COMMON MULTIPLE. | 01816<br>01816<br>01816 | 17<br>18<br>19 |
| *FILE | RATIONALS CLASS | 01816 | 9 |

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| *OBJECTIVES | THE STUDENT CAN USE THE CONCEPTS OF LCM AND PRIME FACTORIZATION TO TEACH HOW TO FIND LCD IN ADDITION OF FRACTIONS | 01817<br>01817<br>01817 | 15<br>16<br>17 |
| *PREREQUISITE | 146 1814 1816 | 01817 | 18 |
| *EXPERIENCE | THE STUDENT PREPARES AND PRESENTS A LESSON TO FIFTH YEAR STUDENTS WHERE THE CONCEPTS OF LCM AND PRIME FACTORIZATION VIA FACTOR TREES, ARE USED TO INTRODUCE THE ADDITION ALGORITHM OF FRACTIONAL NUMBERS | 01817<br>01817<br>01817<br>01817 | 11<br>12<br>13<br>14 |
| *SETTING | INDEPENDENT SCHOOL | 01817 | 10 |
| *MATERIALS | BLANK | 01817 | 5 |
| *LEVEL | ALL GRADES | 01817 | 8 |
| *GENERAL | ALL CANDIDATES | 01817 | 7 |
| *HOURS | 1 | 01817 | 6 |
| *EVALUATION | THE PUPIL CAN FIND LCD OF TWO DENOMINATORS USING LCM AND PRIME FACTORIZATION CONCEPTS. | 01817<br>01817 | 19<br>20 |
| *FILE | RATIONALS ADDITION CLINIC | 01817 | 9 |

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| *OBJECTIVES | STUDENT CAN USE RELATIVELY PRIME AND GCF TO ILLUSTRATE NOTION OF (REDUCE TO LOWEST TERMS). | 01818<br>01818 | 16<br>17 |
| *PREREQUISITE | 145 1817 1816 | 01818 | 18 |
| *EXPERIENCE | THE STUDENT PREPARES AND PRESENTS A LESSON TO A GROUP OF 5TH OR 6TH YEAR PUPILS WHERE HE USES THE CONCEPTS OF GCF (OR GCD, AND RELATIVELY PRIME TO EXPRESS A FRACTIONAL NUMBER IN SIMPLEST FORM (FRACTION FORM WHERE NUMERATOR AND DENOMINATOR ARE RELATIVELY PRIME). | 01818<br>01818<br>01818<br>01818<br>01818 | 11<br>12<br>13<br>14<br>15 |
| *SETTING | INDEPENDENT SCHOOL | 01818 | 10 |
| *MATERIALS | BLANK | 01818 | 5 |
| *LEVEL | ALL GRADES | 01818 | 8 |
| *GENERAL | ALL CANDIDATES | 01818 | 7 |
| *HOURS | 1 | 01818 | 6 |
| *EVALUATION | PUPIL CAN USE NOTIONS OF RELATIVELY PRIME AND GCF TO EXPLAIN WHY 3/4 AND 12/16 NAME THE SAME NUMBER. | 01818<br>01818 | 19<br>20 |
| *FILE | RATIONALS CLINIC | 01818 | 9 |

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| *OBJECTIVES | STUDENT DISCOVERS ONE MEANS OF DETERMINING A PRIME AND COMPOSITE NUMBER FROM CONCRETE MATERIALS | 01819<br>01819 | 14<br>15 |

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| *PREREQUISITE | MODULE 410 + 1236 | 01819 | 16 |
| *EXPERIENCE | THE STUDENT, USING CUISENAIRE RODS, RANDOMLY SELECTS EACH COLOR ROD AND THEN MAKES A TRAIN AS LONG AS THE SELECTED ROD USING ONLY ONE COLOR IN A TRAIN. | 01819 | 11 |
| | | 01819 | 12 |
| | | 01819 | 13 |
| *SETTING | SMALL GROUP 21-12 STUDENTS. | 01819 | 10 |
| *MATERIALS | CUISENAIRE RODS | 01819 | 5 |
| *LEVEL | ALL GRADES | 01819 | 8 |
| *GENERAL | ALL CANDIDATES | 01819 | 7 |
| *HOURS | 1 | 01819 | 6 |
| *EVALUATION | STUDENT CAN ILLUSTRATE WHY THE NUMBERS BETWEEN ONE AND ELEVEN ARE 2A. EITHER PRIME OR COMPOSITE, B2. EITHER ODD OR EVEN, USING THE C. RODS. | 01819 | 17 |
| | | 01819 | 18 |
| | | 01819 | 19 |
| *FILE | PRIMES COMPOSITES LABORATORY | 01819 | 9 |

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|---|---|---|---|
| *OBJECTIVES | STUDENT CAN IDENTIFY ELEMENTS, DEFINITIONS, AND LAWS 2OR PROPERTIES. AS THE BASIC COMPONENTS OF A MATHEMATICAL SYSTEM | 01820 | 16 |
| | | 01820 | 17 |
| | | 01820 | 18 |
| *PREREQUISITE | BLANK | 01820 | 19 |
| *EXPERIENCE | THE STUDENT ATTENDS A CLASS SESSION WHERE THE PRESENTATION IS GENERATED BY A 3-WAY LAMP. A MATHEMATICAL SYSTEM WITH TWO OPERATIONS IS DEFINED ON THE FOUR POSITIONS OR MOVES. THE STRUCTURAL PROPERTIES OF THIS FINITE SYSTEM ARE THEN OBSERVED. | 01820 | 11 |
| | | 01820 | 12 |
| | | 01820 | 13 |
| | | 01820 | 14 |
| | | 01820 | 15 |
| *SETTING | LARGE GROUP COLLEGE | 01820 | 10 |
| *MATERIALS | THREE - WAY LAMP. | 01820 | 5 |
| *LEVEL | ALL GRADES | 01820 | 8 |
| *GENERAL | ALL CANDIDATES | 01820 | 7 |
| *HOURS | 1 | 01820 | 6 |
| *EVALUATION | STUDENT LISTS THE ELEMENTS, DEFINITIONS AND STRUCTURAL PROPERTIES FOR THE 21. LAMP SYSTEM 22. WHOLE NUMBER SYSTEM 23. THE INTEGER SYSTEM AND THE 24. FRACTIONAL 2POSITIVE RATIONALS AND ZERO. NUMBER SYSTEM. | 01820 | 20 |
| | | 01820 | 21 |
| | | 01820 | 22 |
| | | 01820 | 23 |
| *FILE | MATH SYSTEM CLASS | 01820 | 9 |

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| *OBJECTIVES | THE STUDENT CAN IDENTIFY SOME MATHEMATICAL LITERATURE BY TITLE FOR THE AGE 2OR GRADE. RANGE OF HIS CHOICE | 01821 | 15 |
| | | 01821 | 16 |
| *PREREQUISITE | BLANK | 01821 | 17 |
| *EXPERIENCE | THE STUDENT SURVEYS THE LITERATURE AND CURRICULUM MATERIALS TO IDENTIFY 10 TO 15 MATHEMATICS BOOKS 2OF LITERARY NATURE. APPROPRIATE FOR ONE OF THE FOLLOWING AGE RANGES PRE-SCH-KDGN GRADES 1-4 GRADES 5-8 | 01821 | 11 |
| | | 01821 | 12 |
| | | 01821 | 13 |
| | | 01821 | 14 |
| *SETTING | INDEPENDENT COLLEGE | 01821 | 10 |
| *MATERIALS | BLANK | 01821 | 5 |
| *LEVEL | ALL GRADES | 01821 | 8 |
| *GENERAL | ALL CANDIDATES | 01821 | 7 |
| *HOURS | 2 | 01821 | 6 |
| *EVALUATION | THE STUDENT LISTS 10 TO 15 TITLES FOR HIS CHOICE OF RANGE. | 01821 | 18 |
| *FILE | MATHEMATICS LITERATURE CLINIC | 01821 | 9 |

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| *OBJECTIVES | THE STUDENT CAN IDENTIFY GROUP PRESENTATION, GROUP ACTIVITIES AND INDIVIDUAL ACTIVITIES AS THE THREE MAJOR TYPES OF INSTRUCTION. | 01822 | 17 |
| | | 01822 | 18 |
| | | 01822 | 19 |
| *PREREQUISITE | BLANK | 01822 | 20 |
| *EXPERIENCE | THE STUDENT ATTENDS CLASS SESSIONS WHERE THE POSITION OF A GIVEN INSTRUCTIONAL STRUCTURE IS PRESENTED AND THE RATIONAL OF EACH COMPONENT IS DEVELOPED. COMPONENTS 1 - GROUP INSTRUCTION TEACHER TO PUPILS, 2- GROUP ACTIVITIES SAME TASK FOR EACH PUPIL 3- INDIVIDUAL | 01822 | 11 |
| | | 01822 | 12 |
| | | 01822 | 13 |
| | | 01822 | 14 |
| | | 01822 | 15 |

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|---|---|---|
| | ACTIVITIES INDIVIDUAL TASKS FOR EACH PUPIL | 01822 16 |
| *SETTING | LARGE GROUP COLLEGE | 01822 10 |
| *MATERIALS | BLANK | 01822 5 |
| *LEVEL | ALL GRADES | 01822 8 |
| *GENERAL | ALL CANDIDATES | 01822 7 |
| *HOURS | 3 | 01822 6 |
| *EVALUATION | THE STUDENT CAN LIST AND GIVE AN EXAMPLE OF THE THREE MAJOR TYPES OF INSTRUCTION. | 01822 21<br>01822 22 |
| *FILE | INSTRUCTION CLASS | 01822 9 |

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| *OBJECTIVES | THE STUDENT CAN IDENTIFY ONE COMMERCIAL SOURCE THAT ATTEMPTS TO DEVELOP MATHEMATICAL CONCEPTS IN A RELATIVELY UNSTRUCTURED MANNER. | 01823 15<br>01823 16<br>01823 17 |
| *PREREQUISITE | BLANK | 01823 18 |
| *EXPERIENCE | STUDENT PERUSES THE NUFFIELD MATHEMATICS MATERIALS WHICH ARE A CREATION OF THE BRITISH SCHOOLS AND PUBLISHED IN THE UNITED STATES BY JOHN WILEY. SPECIFIC PERUSAL IS DIRECTED TOWARD THOSE SEGMENTS HAVING TO DO WITH MEASUREMENT. | 01823 11<br>01823 12<br>01823 13<br>01823 14 |
| *SETTING | SMALL GROUP 21-12 STUDENTS* COLLEGE | 01823 10 |
| *MATERIALS | NUFFIELD MATERIALS | 01823 5 |
| *LEVEL | ALL GRADES | 01823 8 |
| *GENERAL | ALL CANDIDATES | 01823 7 |
| *HOURS | 5-8 | 01823 6 |
| *EVALUATION | THE STUDENT LISTS FIVE TOPICS TREATED BY THE NUFFIELD MATERIALS AND HOW THEY WERE DEVELOPED | 01823 19<br>01823 |
| *FILE | MEASUREMENT NUFFIELD LABORATORY | 01823 9 |

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| *OBJECTIVES | STUDENT CAN PROVIDE LABORATORY TYPE EXPERIENCES FOR PUPILS ON AN INDIVIDUAL BASIS | 01824 15<br>01824 16<br>01824 17 |
| *PREREQUISITE | 1822, 1823 | |
| *EXPERIENCE | THE STUDENT PREPARES AND PRESENTS TO 2 OR 3 PUPILS A MINIMUM OF FIVE LESSONS WITH THE SAME PUPILS* USING THE NUFFIELD APPROACH TO MEASUREMENT AND UTILIZING THE INDIVIDUAL ACTIVITY NOTION DEVELOPED IN 1822. | 01824 11<br>01824 12<br>01824 13<br>01824 14 |
| *SETTING | INDEPENDENT SCHOOL | 01824 10 |
| *MATERIALS | NUFFIELD MATERIALS | 01824 5 |
| *LEVEL | ALL GRADES | 01824 8 |
| *GENERAL | ALL CANDIDATES | 01824 7 |
| *HOURS | 5 | 01824 6 |
| *EVALUATION | STUDENT HAS EVIDEND OF EACH PUPIL HAVING USED MEASUREMENT IN THAT A RECORD IS KEPT AND THE PUPIL MAKES SOME COMMENT OR GENERALZATION | 01824 18<br>01824 19<br>01824 20 |
| *FILE | MEASUREMENT NUFFIELD CLINIC | 01824 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT CAN CITE A POSSIBLE INTERPRETATION OF THE NOTION ≤SPIRAL CURRICJLUMS AND IDENTIFY A GROUP INSTRUCTION SITUATION. | 01825 15<br>01825 16<br>01825 17 |
| *PREREQUISITE | BLANK | 01825 18 |
| *EXPERIENCE | STUDENT VIEWS THE CUISENAIRE ROD FILM ON FRACTIONAL NUMBERS FOR SECOND TIME. ATTENTION WILL BE DIRECTED TOWARD THE NOTION THAT THE SAME CONCEPTS ARE PRESENTED TO DIFFERENT AGE pUpILS | 01825 11<br>01825 12<br>01825 13<br>01825 14 |
| *SETTING | LARGE GROUP COLLEGE | 01825 10 |
| *MATERIALS | CUISENAIRE ROD FILM | 01825 5 |
| *LEVEL | ALL GRADES | 01825 8 |
| *GENERAL | ALL CANDIDATES | 01825 7 |
| *HOURS | 1 | 01825 6 |
| *EVALUATION | THE STUDENT EXPLAINS ≤ SPIRAL CURRICULUMS IN BRUNERIAN | 01825 19 |

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                TERMS. I. E, THE SAME TOPIC IS REVISITED AND AT A MORE     01825 20
                COMPLEX LEVEL AT EACH VISIT DURING THE SCHOOL YEARS.       01825 21
*FILE           CUISENAIRE ROD  CLASS                                      01825  9
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*OBJECTIVES     THE STUDENT CAN ADAPT A GIVEN LESSON TO TWO DIFFERENT      01826 16
                AGE GROUPS.                                                01826 17
*PREREQUISITE   1825                                                       01826 18
*EXPERIENCE     THE STUDENT PREPARES AND PRESENTS TO A GROUP OF 5-8 YEAR    01826 11
                PUPILS A LESSON ON MEASUREMENT, NUMBER OPERATION OR        01826 12
                MATHEMATICAL SENTENCES AND THEN PRESENTS THE LESSON TO A   01826 13
                GROUP OF 9-12 YEAR PUPILS USING IDENTICAL MATERIALS.       01826 14
                ≥TYPE OF INSTRUCTION = GROUP.•                             01826 15
*SETTING        INDEPENDENT SCHOOL                                         01826 10
*MATERIALS      BLANK                                                      01826  5
*LEVEL          ALL GRADES                                                 01826  8
*GENERAL        ALL CANDIDATES                                             01826  7
*HOURS          2                                                          01826  6
*EVALUATION     THE PUPILS IN EACH AGE GROUP ATTAIN THE IDENTIFIED         01826 19
                OBJECTIVE.                                                 01826 20
*FILE           INSTRUCTION  GROUP  CLINIC                                 01826  9
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*OBJECTIVES     THE STUDENT EXPERIENCES TEACHING SAME TOPIC TO DIFFERENT   01827 17
                AGE GROUPS USING DIFFERENT MATERIALS                       01827 18
*PREREQUISITE   1825 • 1826                                                01827 19
*EXPERIENCE     THE STUDENT PREPARES AND PRESENTS A LESSON TO A GROUP OF   01827 11
                5-8 YEAR PUPILS USING ONE SET OF MATERIALS ≥CONCRETE• AND  01827 12
                THEN PRESENTS THE SAME LESSON TO A GROUP OF 9-12 YEAR      01827 13
                PUPILS USING MATERIALS THAT ARE REPRESENTATIVE ≥ICONIC•     01827 14
                IN NATURE.  A PROBABILITY TOPIC IS SUGGESTED ≥TYPE OF      01827 15
                INSTRUCTION - GROUP•                                       01827 16
*SETTING        INDEPENDENT SCHOOL                                         01827 10
*MATERIALS      BLANK                                                      01827  5
*LEVEL          ALL GRADES                                                 01827  8
*GENERAL        ALL CANDIDATES                                             01827  7
*HOURS          2                                                          01827  6
*EVALUATION     THE PUPILS IN EACH GROUP ATTAIN THE IDENTIFIED OBJECTIVE.  01827 20
*FILE           INSTRUCTION  MATERIALS  CLINIC                             01827  9
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*OBJECTIVES     STUDENT CAN IDENTIFY THE THREE BASIC TYPES OF              01828 17
                INSTRUCTIONAL MATERIALS THAT CAN BE USED.                  01828 18
*PREREQUISITE   1826                                                       01828 19
*EXPERIENCE     THE STUDENT ATTENDS A CLASS SESSION WHERE THE NOTION OF    01828 11
                DEVELOPING A TOPIC WITH MATERIALS OF A CONCRETE, SEMI-     01828 12
                CONCRETE, • ABSTRACT NATURE ARE PRESENTED.  ACCOMPANYING   01828 13
                THIS WOULD BE A DISCUSSION OF PIAGETS LEVELS OR STAGES OF  01828 14
                CHILD DEVELOPMENT AND THE IMPLICATIONS FOR USE OF          01828 15
                MATERIALS IN INSTRUCTION.                                  01828 16
*SETTING        LARGE GROUP COLLEGE                                        01828 10
*MATERIALS      BLANK                                                      01828  5
*LEVEL          ALL GRADES                                                 01828  8
*GENERAL        ALL CANDIDATES                                             01828  7
*HOURS          1                                                          01828  6
*EVALUATION     STUDENT IDENTIFIES TYPES OF MATERIALS AS:  CONCRETE -       01828 20
                ENACTIVE SEMI•CONCRETE - ICONIC ABSTRACT - SYMBOLIC        01828 21
*FILE           INSTRUCTION  MATERIALS  CLASS                              01828  9
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|---|---|---|
| *OBJECTIVES | STUDENT IDENTIFY POLAR POSITIONS OF TEACHER BEHAVIOR IN GROUPS INSTRUCTION | 01829 15<br>01829 16 |
| *PREREQUISITE | 1822 | 01829 17 |
| *EXPERIENCE | STUDENTS SEE DAVIS FILM, ≥A LESSON WITH SECOND GRADERS+ TO OBSERVE A MODIFIED SOCRATIC APPROACH TO GROUPS INSTRUCTION AND A VIDEO-TAPE OF A TEACHER USING A DIDACTIC INSTRUCTIONAL APPROACH. | 01829 11<br>01829 12<br>01829 13<br>01829 14 |
| *SETTING | LARGE GROUP COLLEGE | 01829 10 |
| *MATERIALS | DAVIS FILM + VIDEO-TAPE | 01829 5 |
| *LEVEL | ALL GRADES | 01829 8 |
| *GENERAL | ALL CANDIDATES | 01829 7 |
| *HOURS | 1 | 01829 6 |
| *EVALUATION | STUDENT CLASSIFIES BEHAVIOR OF SEVERAL PROFESSORS AS GENERALLY DIDACTIC OR SOCRATIC | 01829 18<br>01829 19 |
| *FILE | INSTRUCTION SOCRATIC DIDACTIC CLASS | 01829 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT CAN TEACH THE SAME LESSON USING A DIDOCTIC APPROACH AND A SUCRATIC APPROACH. | 01830 16<br>01830 17 |
| *PREREQUISITE | 1829 | 01830 18 |
| *EXPERIENCE | THE STUDENT PREPARES AND PRESENTS THE SAME LESSON TO TWO DIFFERENT GROUPS OF PUPILS OF A GIVEN AGE. WITH ONE GROUP THE STUDENT USES THE DIDOCTIC ≥DISCOVERY+ APPROACH AND WITH THE SECOND HE USES A SOCRATIC APPROACH. SUPPES MATERIAL ON LOGIC IS SUGGESTED. GROUP INSTRUCTION | 01830 11<br>01830 12<br>01830 13<br>01830 14<br>01830 15 |
| *SETTING | INDEPENDENT SCHOOL | 01830 10 |
| *MATERIALS | SUPPES BOOKSSS ON LOGIC | 01830 5 |
| *LEVEL | ALL GRADES | 01830 8 |
| *GENERAL | ALL CANDIDATES | 01830 7 |
| *HOURS | 2 | 01830 6 |
| *EVALUATION | THE STUDENT EVALUATES THE PUPILS UPON THE CONCLUSION OF THE LESSON AND THEN AT LEAST ONE WEEK LATER FOLLOWS-UP WITH A SECOND EVALUATION | 01830 19<br>01830 20<br>01830 21 |
| *FILE | INSTRUCTION SOCRATIC-DIDOCTIC CLINIC | 01830 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT CAN IDENTIFY POLAR POSITIONS OF ORGANIZING A TOPIC FOR PRESENTATION: INDUCTIVE-DEDUCTIVE | 01831 15<br>01831 16 |
| *PREREQUISITE | BLANK | 01831 17 |
| *EXPERIENCE | THS STUDENT ATTENDS A CLASS SESSION WHERE THE INSTRUCTOR PRESENTS A MATHEMATICAL TOPIC FROM A DEDUCTIVELY ORGANIZED TREATMENT OF THE TOPIC. THEN THE SAME TOPIC IS DEVELOPED FROM AN INDUCTIVELY ORGANIZED TREATMENT. | 01831 11<br>01831 12<br>01831 13<br>01831 14 |
| *SETTING | LARGE GROUP COLLEGE | 01831 10 |
| *MATERIALS | GROUP INSTRUCTION. | 01831 5 |
| *LEVEL | ALL GRADES | 01831 8 |
| *GENERAL | ALL CANDIDATES | 01831 7 |
| *HOURS | 1 | 01831 6 |
| *EVALUATION | THE STUDENT CITES THE POLAR POSITIONS OF ORGANIZING A TOPIC FOR PRESENTATION AS INDUCTIVE OR DEDUCTIVE. | 01831 18<br>01831 19 |
| *FILE | INSTRUCTION INDUCTIVE-DEDUCTIVE CLASS | 01831 9 |

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|---|---|---|
| *OBJECTIVE | STUDENT CAN ORGANIZE THE SAME LESSON INDUCTIVELY AND DEDUCTIVELY AND TEACH TO PUPILS | 01832 16<br>01832 17 |
| *PREREQUISTE | 1831 | 01832 18 |
| *EXPERIENCE | THE STUDENT PREPARES AND PRESENTS A LESSON THAT HE ORGANIZES DEDUCTIVELY TO A GROUPS OF PUPILS OF A GIVEN AGE GROUP AND THEN PRESENTS THE SAME LESSON ORGANIZED INDUCTIVELY TO A SECOND BUT SIMILAR GROUP. PAGES WORK ON ESTIMATION IS SUGGESTED. GROUP INSTRUCTION | 01832 11<br>01832 12<br>01832 13<br>01832 14<br>01832 15 |
| *SETTING | INDEPENDENT SCHOOL | 01832 10 |

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*MATERIALS    DAVID PAGESS BOOK                                              01832  5
*LEVEL        ALL GRADES                                                     01832  8
*GENERAL      ALL CANDIDATES                                                 01832  7
*HOURS        7                                                              01832  6
*EVALUATION   PUPILS ATTAIN THE IDENTIFIED OBJECTIVESS WHETHER TAUGHT        01832 19
              INDUCTIVELY OR DEDUCTIVELY.                                    01832 20
*FILE         INSTRUCTION  INDUCTIVE-DEDUCTIVE  CLINIC                       01832  9
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*OBJECTIVES   THE STUDENT CAN IDENTIFY THREE KINDS OF GROUPS-ACTIVITY        01833 15
              INSTRUCTION.                                                   01833 16
*PREREQUISITE 1822                                                           01833 17
*EXPERIENCE   THE STUDENT SURVEYS SETS OF EXERCISES TESTS THAT ARE           01833 11
              TEACHER-MADE GROUP ACTIVITIES AND ALSO STUDIES AT LEAST        01833 12
              TWO STANDARDIZED MATHEMATICS ACHIEVEMENT BATTERIES FOR A       01833 13
              GIVEN AGE LEVEL PUPIL.                                         01833 14
*SETTING      SAMLL GROUP 21-12 STUDENTS. COLLEGE.                           01833 10
*MATERIALS    TEACHER-MADE EREXCISES AND TESTS STANDARDIZED TESTS            01833  5
*LEVEL        ALL GRADES                                                     01833  8
*GENERAL      ALL CANDIDATES                                                 01833  7
*HOURS        2                                                              01833  6
*EVALUATION   THE STUDENT CITES TEACHER MADE TEST AND EXERCISES THAT ARE     01833 18
              DESIGNED AS A COMMON TASK FOR ALL PUPILS AS A GROUP            01833 19
              ACTIVITY ALONG WITH STANDARDIZED TESTS                         01833 20
*FILE         INSTRUCTION  GROUP-ACTIVITY  LABORATORY                        01833  9
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*OBJECTIVES   THE STUDENT CAN IDENTIFY SOME OF THE VARIABLES HE MAY WANT     01834 20
              TO CONSIDER WHEN PRESENTING A LESSON.                          01834 21
*PREREQUISITE PMII-1 THRU 12 1822-1833                                       01834 22
*EXPERIENCE   THE STUDENT ATTENDS A CLASS SESSION WHERE THE INSTRUCTOR       01834 11
              ATTEMPTS TO SYNTHESIZE THE VARIABLES OF INSTRUCTION THAT       01834 12
              THE STUDENT HAS HAD ISOLATED TASKS TO MATCH. I. E. THE         01834 13
              INSTRUCTOR IDENTIFIES: 21. GROUP INSTRUCTION, GROUP            01834 14
              EXERCISES OR ACTIVITIES. AND INDIVIDUAL ACTIVITIES AS          01834 15
              THREE TYPES OF INSTRUCTION. 22. THE TEACHERSS BEHAVIOR CAN     01834 16
              BE DIDACTIC OR SOCRATIC, 23. THE TOPIC CAN BE ORGANIZED        01834 17
              INDUCTIVELY OR DEDUCTIVELY. 24. THE MATERIAL CAN BE            01834 18
              CONCRETE, SEMI-CONCRETE, OR ABSTRACT                           01834 19
*SETTING      LARGE GROUP COLLEGE                                            01834 10
*MATERIALS    BLANK                                                          01834  5
*LEVEL        ALL GRADES                                                     01834  8
*GENERAL      ALL CANDIDATES                                                 01834  7
*HOURS        1                                                              01834  6
*EVALUATION   THE STUDENT CITES ARRANGEMENT OF STUDENTS AND TEACHER,         01834 23
              TEACHER BEHAVIOR, TOPIC ORGANIZATION, AND ANATERIALS TO        01834 24
              AID IN DEVELOPMENT OF TOPICS AS VARIABLES TO BE CONSIDERED     01834 25
              IN TEACHING A GIVEN LESSON                                     01834 26
*FILE         INSTRUCTION  VARIABLES  CLASS                                  01834  9
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*OBJECTIVES   THE STUDENT CAN CITE FOJR JOURNALS BESIDES THE ARITHMETIC      01835 15
              TEACHER THAT CARRY ARTICLES ON E S M.                          01835 16
*PREREQUISITE BLANK                                                          01835 17
*EXPERIENCE   THE STUDENT SURVEYS THE PROFESSIONAL LITERATURE ON             01835 11
              ELEMENTARY SCHOOL MATHEMATICS, THEN READS AND ABSTRACTS        01835 12
              TEN ARTICLES FROM FIVE DIFFERENT JOURNALS WITH AN              01835 13
              EDITORIAL BOARD.                                               01835 14
*SETTING      INDEPENDENT COLLEGE                                            01835 10
*MATERIALS    BLANK                                                          01835  5
*LEVEL        ALL GRADES                                                     01835  8
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|---|---|---|
| •GENERAL | ALL CANDIDATES | 01835 7 |
| •HOURS | 5 | 01835 6 |
| •EVALUATION | THE STUDENT CITES THE ARITH TCHR, SCH SCI • MATH, ELEM SCH JOURNAL, REV OF ED RES, NATL ELEM PRIN, OR OTHERS. | 01835 18<br>01835 19 |
| •FILE | PROF LITERATURE LABORATORY | 01835 9 |

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|---|---|---|
| •OBJECTIVES | THE STUDENT CAN PREPARE, RECORD, AND REPORT A SET OF INSTRUCTIONAL ACTIVITIES IN MANUSCRIPT FORM | 01836 14<br>01836 15 |
| •PREREQUISITE | 1833 | 01836 16 |
| •EXPERIENCE | THE STUDENT PREPARES A MANUSCRIPT FOR PUBLICATION BASED ON HIS CLINICAL EXPERIENCES WITH GEOMETRY OR MEASUREMENT. MODULES 1822-1853 DEAL WITH THOSE TOPICS. | 01836 11<br>01836 12<br>01836 13 |
| •SETTING | INDEPENDENT COLLEGE | 01836 10 |
| •MATERIALS | BLANK | 01836 5 |
| •LEVEL | ALL GRADES | 01836 8 |
| •GENERAL | ALL CANDIDATES | 01836 7 |
| •HOURS | 5-8 | 01836 6 |
| •EVALUATION | THE STUDENT SUBMITS A MANUSCRIPT | 01836 17 |
| •FILE | MANUSCHIPT PROF, LII LABORATORY | 01836 9 |

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|---|---|---|
| •OBJECTIVES | THE STUDENT CAN IDENTIFY ONE SOURCE THAT USES THE RULER AND COMPASS FOR GEOMETRIC CONSTRUCTIONS VERY EARLY | 01837 13<br>01837 14 |
| •PREREQUISITE | MODULE 135 | 01837 15 |
| •EXPERIENCE | THE STUDENT LOOKS AT AND STUDIES THE SUPPES • HANLEY GEOMETRY FOR PRIMARY GRADES ONE AND TWO. | 01837 11<br>01837 12 |
| •SETTING | INDEPENDENT COLLEGE | 01837 10 |
| •MATERIALS | SUPPES•HANLEY GEOMETRY BOOKS 1•2 | 01837 5 |
| •LEVEL | ALL GRADES | 01837 8 |
| •GENERAL | ALL CANDIDATES | 01837 7 |
| •HOURS | 2 | 01837 6 |
| •EVALUATION | THE STUDENT CITES ONE SOURCE FOR USING RULER AND COMPASS IN THE PRIMARY GRADES | 01837 16<br>01837 17 |
| •FILE | GEOMETRY CONSTRUCTION LABORATORY | 01837 9 |

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|---|---|---|
| •OBJECTIVES | STUDENT CAN TEACH ONE GEOMETRIC CONCEPT TO PUPIL USING RULER AND COMPASS | 01838 14<br>01838 15 |
| •PREREQUISITE | 1837 | 01838 16 |
| •EXPERIENCE | THE STUDENT SELECTS A GEOMETRIC CONCEPT FROM THE SUPPES MATERIAL AND MAKES PREPARATION FOR AN INDIVIDUALIZED LABORATORY TYPE ACTIVITY WITH 1-3 PUPILS IN GRADES 1-4. | 01838 11<br>01838 12<br>01838 13 |
| •SETTING | INDEPENDENT SCHOOL | 01838 10 |
| •MATERIALS | BLANK | 01838 5 |
| •LEVEL | ALL GRADES | 01838 8 |
| •GENERAL | ALL CANDIDATES | 01838 7 |
| •HOURS | 1 | 01838 6 |
| •EVALUATION | PUPIL ATTAINS THE OBJECTIVE INENTIFIED BY THE STUDENT | 01838 17 |
| •FILE | GEOMETRY CONSTRUCTION CLINIC | 01838 9 |

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|---|---|---|
| •OBJECTIVES | DEVELOP CONCEPT OF AREA USING NON. STANDARD AND STANDARD UNITS | 01839 19<br>01839 20 |
| •PREREQUISITE | MODULE 154 | 01839 21 |
| •EXPERIENCE | 1. WORK CARDS 11•1 TO 13-2 IN (INQUIRY IN MATHS VIA THE GEO-BOARD 2. USING 9 FLOOR TILES ARRANGE THEM IN DIFFERENT WAYS. KEEP A RECORD ON 1( GRAPH PAPER<br>3. FIND THE NUMBER OF SQUARE INCHES IN YOUR FOOT DRAWN ON 1( 4. WHAT IS THE LARGEST AREA YOU CAN ENCLOSE WITHIN A | 01839 11<br>01839 12<br>01839 13<br>01839 14<br>01839 15 |

| | | | |
|---|---|---|---|
| | YARD OF STRING^ LARGEST RECTANGULAR AREA^ 5. HOW MANY OF | 01839 | 16 |
| | THE SAME KIND OF BOOKS WILL COVER THE TABLE YOU ARE | 01839 | 17 |
| | WORKING ON^ | 01839 | 18 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS* COLLEGE | 01839 | 10 |
| *MATERIALS | GEOBOARD, 1(GRAPH PAPER,9( FLOOR TILES ≥9*, 1YD OF STRING | 01839 | 5 |
| | (INQUIRY IN MATHS VIA THE GEOBOARD(, SOME BOOKS | 01839 | |
| *LEVEL | ALL GRADES | 01839 | 8 |
| *GENERAL | ALL CANDIDATES | 01839 | 7 |
| *HOURS | 2 | 01839 | 6 |
| *EVALUATION | ACCURATE COMPLETION OF ASSIGNMENT | 01839 | 22 |
| *FILE | GEOMETRY AREA LABORATORY | 01839 | 9 |

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|---|---|---|---|
| *OBJECTIVES | STUDENT CAN USE TWO OF THE METHODS LEARNED IN 1839 TO | 01840 | 14 |
| | TEACH A GROUP OF PUPILS | 01840 | 15 |
| *PREREQUISITE | 1839 | 01840 | 16 |
| *EXPERIENCE | STUDNET SELECTS TWO METHODS USED TO DEVELOP AREA IN 1839 | 01840 | 11 |
| | AND PREPARES TO USE THEM IN A LABORATORY APPROACH WITH | 01840 | 12 |
| | 1-3 PUPILS OF THE AGE HE CHOOSES* I.E. P-K, 1-4, OR 5-8 | 01840 | 13 |
| *SETTING | INDEPENDENT SCHOOL | 01840 | 10 |
| *MATERIALS | BLANK | 01840 | 5 |
| *LEVEL | BLANK | 01840 | 8 |
| *GENERAL | BLANK | 01840 | 7 |
| *HOURS | 1 | 01840 | 6 |
| *EVALUATION | PUPIL ATTAINS THE OBJECTIVE CITED BY THE STUDENT. | 01840 | 17 |
| *FILE | GEOMETRY AREA CLINIC | 01840 | 9 |

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|---|---|---|---|
| *OBJECTIVES | USING THE OUTDOORS IN MATHS FEELING AND DEVELOP AWARENESS | 01841 | 18 |
| | OF PATTERNS AROUND US. | 01841 | 19 |
| *PREREQUISITE | MODULE 154 | 01841 | 20 |
| *EXPERIENCE | 1. USE STRING TO FIND OUT WHICH OF THREE LEAVES HAS THE | 01841 | 11 |
| | LARGEST PERIMETER. 2. TRY FITTING TOGETHER EQUILATERAL | 01841 | 12 |
| | TRIANGLES. THEN TRY SQUARES PENTAGONS, HEXAGONS, | 01841 | 13 |
| | OCTAGONS 3. NOW TRY TO(FILL SPACE( USING CONGRUENT BUT | 01841 | 14 |
| | IREGULAR SHAPES: TRIANGLES, QUADRILA TOOLS. WHAT DO YOU | 01841 | 15 |
| | DISCOVER^ 4. CAN YOJ EXPLAIN WHY SOME SHAPES WILL NOT | 01841 | 16 |
| | (FILL SPACE^( | 01841 | 17 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS* COLLEGE | 01841 | 10 |
| *MATERIALS | COLORED PAPER, SCISSORS | 01841 | 5 |
| *LEVEL | ALL GRADES | 01841 | 8 |
| *GENERAL | ALL CANDIDATES | 01841 | 7 |
| *HOURS | 1 1/2 | 01841 | 6 |
| *EVALUATION | ABILITY TO IDENTIFY AND USE MATHEMATICS SHAPES FROM THE | 01841 | 21 |
| | NATURAL SETTING. | 01841 | 22 |
| *FILE | GEOMETRY AREA, PER. LABORATORY | 01841 | 9 |

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|---|---|---|---|
| *OBJECTIVES | AREA, 3-D VISUALIZATION | 01842 | 12 |
| *PREREQUISITE | MODULE 153 | 01842 | 13 |
| *EXPERIENCE | FIND THE ONE GEOBLOCK THAT HAS THE FOLLOWING FACES^ | 01842 | 11 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS* COLLEGE | 01842 | 10 |
| *MATERIALS | GEOBLOCKS | 01842 | 5 |
| *LEVEL | ALL GRADES | 01842 | 8 |
| *GENERAL | ALL CANDIDATES | 01842 | 7 |
| *HOURS | 1/4 | 01842 | 6 |
| *EVALUATION | STUDENT MAKES UP NEW PROBLEMS. | 01842 | 14 |
| *FILE | GEOMETRY AREA, 3-D LABORATORY | 01842 | 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT CAN USE THE GEO-BLOCKS TO DEVELORE THE NOTION | 01843 13 |
| | OF SURFACE AREA AND SUBSEQUENTLY VOLUME | 01843 14 |
| *PREREQUISITE | 1842 | 01843 15 |
| *EXPERIENCE | THE STUDENT PREPARES A LARORATORY ACTIVITY FOR 1-3 PUPILS | 01843 11 |
| | OF A GIVEN AGE RANGE USING THE GEO-BLOCKS | 01843 12 |
| *SETTING | INDEPENDENT SCHOOL | 01843 10 |
| *MATERIALS | BLANK | 01843 5 |
| *LEVEL | ALL GRADES | 01843 8 |
| *GENERAL | ALL CANDIDATES | 01843 7 |
| *HOURS | 1 | 01843 6 |
| *EVALUATION | THE PUPIL ATTAIN SOM NOTION OF SURFACE AREA AND VOLUME. | 01843 16 |
| *FILE | GEOMETRY VOLUME CLINIC | 01843 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT CAN USE A DISARRAY OF GEOMETRIC FIGURES TO | 01844 13 |
| | DEVELOP THE NOTION OF ESTIMATING AREA | 01844 14 |
| *PREREQUISITE | MODULE 155 | 01844 15 |
| *EXPERIENCE | THE STUDENT STUDIES DAVID PAGESS BOOKLET ON ESTIMATION | 01844 11 |
| | OF AREA | 01844 12 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS+ COLLEGE | 01844 10 |
| *MATERIALS | PAGESS BOOKLET ON ESTIMATION | 01844 5 |
| *LEVEL | ALL GRADES | 01844 8 |
| *GENERAL | ALL CANDIDATES | 01844 7 |
| *HOURS | 1 | 01844 6 |
| *EVALUATION | THE STUDENT CAN ESTIMATE AREA + VOLUME IN SYSTEMATIC WAY | 01844 16 |
| *FILE | GEOMETRY AREA + VOL LABORATORY | 01844 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT CAN USE THE PAGE APPROACH TO AREA AND VOLUME | 01845 13 |
| | ESTIMATION. | 01845 14 |
| *PREREQUISITE | 1844 | 01845 15 |
| *EXPERIENCE | THE STUDENT PREPARES A LABORATORY SETTING FOR 1-3 PUPILS | 01845 11 |
| | USING PAGESS NOTION OF ESTIMATION FOR AREA AND VOLUME | 01845 12 |
| *SETTING | INDEPENDENT SCHOOL | 01845 10 |
| *MATERIALS | BLANK | 01845 5 |
| *LEVEL | ALL GRADES | 01845 8 |
| *GENERAL | ALL CANDIDATES | 01845 7 |
| *HOURS | 1 | 01845 6 |
| *EVALUATION | THE PUPIL ATTAINS THE SKILL OF PERHAPS GROSS BUT ACCURATE | 01845 16 |
| | ESTIMATIONS | 01845 17 |
| *FILE | GEOMETRY CLINIC | 01845 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT CAN USE AREA TO DEVELOP NOTION OF CONGRUENCE | 01846 16 |
| *PREREQUISITE | MODULE 156 | 01846 17 |
| *EXPERIENCE | THE STUDENT STUDIES THE CONCEPT OF EQUIVALENCE AS | 01846 11 |
| | DEVELOPED IN THE (NOTES ON MATHEMATIC IN PRIMARY SCHOOLS[ | 01846 12 |
| | PAGE 285 AND PREPARES A LABORATORY SETTING FOR A GROUP OF | 01846 13 |
| | 1-3 pUpILS WHERE HE ATTEMpTS TO TEACH THE CONCEpT OF | 01846 14 |
| | CONGRUENT SEGMENTO AND CONGRUENT ANGLES | 01846 15 |
| *SETTING | INDEPENDENT SCHOOL | 01846 10 |
| *MATERIALS | COPIES OF NOTES ON MATHEMATICS IN PRIMARY SCHOOLS | 01846 5 |
| *LEVEL | ALL GRADES | 01846 8 |
| *GENERAL | ALL CANDIDATES | 01846 7 |
| *HOURS | 1 | 01846 6 |
| *EVALUATION | THE PUPIL CAN IDENTIFY SEGMENTS THAT ARE CONGRUENT AND | 01846 18 |
| | ANGLES THAT ARE NOT CONGRUENT. | 01846 19 |
| *FILE | GEOMETRY CONQUIENCE CLINICAL | 01846 9 |

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|---|---|---|
| *OBJECTIVES | THE STUDENT CAN SELECT THE MATERIALS AND PRESENT A | 01847 15 |
| | SOCRATIC DIALOGUE WITH PUPILS REGARDING CONGRUENCE OF | 01847 16 |

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|---|---|---|
| | TRIANGLE | 01847 17 |
| *PREREQUISITE | MODULE 157 | 01847 18 |
| *EXPERIENCE | STUDENT PREPARES AND PRESENTS A LESSON TO 1-3 FIFTH TO | 01847 11 |
| | EIGHTH YEAR PUPILS IN A SOCRATIC MANNER USING THE MATERIAL | 01847 12 |
| | HE ≥STUDENT› CHOOSES TO DEVELOP THE NOTIONS OF CONGUENCE | 01847 13 |
| | OF TRIANGLES | 01847 14 |
| *SETTING | INDEPENDENT SCHOOL | 01847 10 |
| *MATERIALS | BLANK | 01847 5 |
| *LEVEL | ALL GRADES | 01847 8 |
| *GENERAL | ALL CANDIDATES | 01847 7 |
| *HOURS | 2 | 01847 6 |
| *EVALUATION | EACH PUPIL DISCOVERS AT LEAST ONE OF THEOREN NOTIONS | 01847 19 |
| OF SAS, SSS, ASA | | 01847 20 |
| *FILE | GEOMETRY CONGRUENCE CLINIC | 01 47 9 |

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| *OBJECTIVES | THE STUDENT CAN USE CUISENAIRE RODS ON THE GEO-BOARD TO | 01848 13 |
| | DEVELOP THE NOTION OF PHTHAGOREAN THEOREM WITH PUPILS | 01848 14 |
| *PREREQUISITE | 158 | 01848 15 |
| *EXPERIENCE | THE STUDENT PREPARES AND PRESENTS A LABORATORY TYPE | 01848 11 |
| | PROBLEM REGARDING THE PYTHAGOREAN THEOREM USING CUISENAIRE | 01848 12 |
| | RODS OR THE GEO-BOARD TO 1-3 PUPILS | 01848 13 |
| *SETTING | INDEPENDENT SCHOOL | 01848 10 |
| *MATERIALS | GEO-BOARD + CUISENAIRE RODS | 01848 5 |
| *LEVEL | ALL GRADES | 01848 8 |
| *GENERAL | ALL CANDIDATES | 01848 7 |
| *HOURS | 2 | 01848 6 |
| *EVALUATION | THE PUPIL CAN SHOW THAT A2+B2=C2 WITH EITHER THE C RODS | 01848 16 |
| | OR GEO-BOARD. | 01848 17 |
| *FILE | GEOMETRY PYTHAGOSEON LABORATORY | 01848 9 |

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| *OBJECTIVES | THE STUDENT CAN FIND THE SLOPE OF A LINE GIVEN TWO SETS OF | 01849 13 |
| | COORDINATES OR GRAPH THE LINE GIVEN A FUNCTION STATEMENT | 01849 14 |
| *PREREQUISITE | 160 | 01849 15 |
| *EXPERIENCE | THE STUDENT USES THE SHOE BOX ≥MODISON PROJECT› EXERCISES | 01849 11 |
| | TO BECOME PROFICIENT WITH THE NOTION OF SLOPE. | 01849 12 |
| *SETTING | SMALL GROUP ≥1-12 STUDENTS› COLLEGE | 01849 10 |
| *MATERIALS | SHOE BOX WITH COORDINATE FUNCTIONS | 01849 5 |
| *LEVEL | ALL GRADES | 01849 8 |
| *GENERAL | ALL CANDIDATES | 01849 7 |
| *HOURS | 1 | 01849 6 |
| *EVALUATION | THE STUDENT CAN FIND THE SLOPE OF A LINE OR STATE THE | 01849 16 |
| | EQUATION OF A GIVEN LINE. | 01849 17 |
| *FILE | GEOMETRY SLOPE LABORATORY | 01849 9 |

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